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ABSTRACT

Proceedings from a conference entitled "Women Moving Forward: Improving Florida's Economy through Leadership, Power and Influence" are presented. The 1979 statewide conference, which brought together leaders from industry, government, education, and the communities, was designed to promote the social and economic needs of women. Contents include the following: "A Challenge to a State Plan of Action" and "Utilizing the Talents of Women, A Step Forward" (Governor Bob Graham); "Overcoming Institutional Impediments to Affirmative Action" (Charles V. Willie); "The Open System: Opportunity, Power, and Effective Numbers" (Betty Caldwell); "Strategies in the Advancement of Women in Higher Education" (Garry Hays); "Infiltrating the Power Structure" (Gertrude Simmons); "Recognizing and Dealing with Perceived Constraints to Advancement--Self Imposed" (Delores Auzenne); "Recognizing and Dealing with Perceived Constraints to Advancement--Organizational" (Jeanie Stokes); "Nontraditional Roles and Disciplines" (Winifred Wentworth); "Networks, Mentoring" (Pat Frank); "The Business World: Taking Initiative and Moving Ahead" (Barbara Gardner Proctor); and "National Identification Program for the Advancement of Women in Higher Education" (Donna Shavlik). The following topics were also addressed: the legal arena, women and executive development, planning and budgeting, women in business and industry, and women in state government and the judicial system. Supplementary materials include recommendations to the governor, a bibliography from "Resources in Education" on women and leadership, and a paper entitled "Women Working: Toward a New Society" (Alan Pifer). (SW)

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ED213273

PROCEEDINGS

OF THE CONFERENCE

WOMEN MOVING FORWARD:

Improving Florida's Economy through Leadership, Power and Influence

October 3-4, 1979

Coordinated by

The Office for
Equal Opportunity Programs
State University System of Florida
107 West Gaines Street
Tallahassee, Florida 32301

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FOREWORD

The Conference, "Women Moving Forward: Improving Florida's Economy Through Leadership, Power and Influence," held October 3-4, 1979, in Orlando, Florida, was designed to bring leaders from industry, government, education and local communities together to focus on economic and employment issues directly affecting Florida women. Impetus for the conference was the lack of recognition that the state was giving to the problems facing women in Florida and the need to recognize the stumbling blocks which prevent women from utilizing their talents to the fullest. The Office for Equal Opportunity Programs at the Board of Regents, the Governor's Office, and the Florida Postsecondary Education Commission, on behalf of the conference sponsors, initiated efforts through a Statewide Planning Committee which culminated in the conference and follow-up activities. Strategies were employed to involve decision-makers at all stages in the process. Over three hundred people attended the conference including the Governor and others from his staff, the Chancellor of the State University System and members of his staff, seven of the nine State University Presidents, several Community College and private college Presidents, state agency heads, and many other officials from the public and private sectors.

Conference presentations stressed the critical need for taking immediate action to overcome employment barriers so that women in Florida may enjoy equal treatment and full participation in the work force. Governor Bob Graham gave the keynote address in which he reaffirmed his commitment to equality for women and reiterated his support of the Equal Rights Amendment. The Governor challenged the participants to submit recommendations for a State Plan of Action to support him in his efforts to provide the leadership needed to make Florida an example for the nation. He encouraged the conferees to seize the opportunity to build coalitions to assist women to move forward in leadership roles throughout the state.

The speeches and discussions which followed demonstrated the commitment and enthusiasm of the participants and reinforced the Governor's challenge. As a result, the conferees submitted recommendations for a State Plan of Action which were forwarded to the Governor on November 30, 1979 and were subsequently published and distributed to the conferees. The Recommendations and the Conference Proceedings can be used not only as a resource for those who attended, but by others who wish to explore the issues. The Statewide Planning Committee hopes that the conference and the proceedings will prove to be stepping-stones in the quest for economic equality for Florida women.

Several of the recommendations from the State Plan of Action have already been implemented. The Governor's Commission on the Status of Women received funding from the 1980 Legislature and will be hiring a

full time staff. Legislation was signed by the Governor on July 11 which will provide approximately 2.8 million dollars for women's athletics to bring the entire State University System of Florida into full compliance with the athletic provisions of Title IX of the Education Amendments of 1972. As these proceedings go to press, the Office of the Governor is awaiting word on a proposal which would provide support for implementation of the State Plan of Action and for a second conference in 1981.

The texts of the speeches included in this volume are based primarily on tape recordings made during the conference. Selective editing was done to improve readability, but every effort was made not to affect the style of the original address. Most major speeches are reproduced verbatim; however, because of the unavailability of tapes or written texts, certain panel and discussion sessions have been summarized.

Two documents available to the conferees, Women Working: Toward a New Society by Alan Pifer and a selected bibliography entitled Women Moving Forward compiled by ERIC's Resources in Education (RIE), Clearinghouse on Higher Education, are included in the Appendices.

On behalf of the Statewide Planning Committee, I would like to acknowledge the assistance of Dr. Ernestine Boclair, Program Administrator for the Center for Professional Development at Florida State University, who provided the logistical support necessary for a smooth running conference. I would like to commend and extend special appreciation to the staff of the Office for Equal Opportunity Programs, without whose help the conference and follow-up activities would not have been possible. Finally, I wish to thank those individuals who volunteered their services to support the conference and the publication of these proceedings.

Delores A. Auzenne
Special Assistant to the Chancellor and
Director, Office for Equal Opportunity
Programs, State University System of
Florida

WOMEN MOVING FORWARD

A CHALLENGE TO A STATE PLAN OF ACTION*

The Honorable Bob Graham
Governor of the State of Florida

Welcome to the first statewide conference dedicated to the advancement of women in Florida. Women have always contributed an enormous share to the State's economy through work in the home, volunteerism, and income-producing activities. However, women are still at a disadvantage in the work force, with an average salary just over half that earned by men. We all must take the action needed to recognize the barriers to women and to assist them to reach their fullest potential. Through commitment and action, we can increase Florida's productivity by more fully utilizing one of Florida's most valuable resources. Women must work, they want to work, and their talents are needed.

I am confident that we can provide the leadership needed to make Florida an example for the Nation. This conference will be a period of thoughtful examination and interaction among diverse groups, which can provide the stimulus for each of us to contribute to a Statewide Plan of Action. I challenge you to seize the opportunity throughout the conference to submit recommendations that will assist me and the sponsoring groups in developing and implementing positive change. Through planning and coordination, leaders from industry, government, education, and the community can be challenged to make the commitment needed to more fully utilize our human resources, thus benefiting our society, our economy, our neighborhoods, and our families.

I pledge the support of my office and will give priority to the implementation of a State Action Plan. I will work to promote cooperation among groups so that we can assist women to move forward in leadership roles in all segments of the economy throughout the State. As women are afforded greater opportunities to utilize their talents and energies to the fullest, we can look forward to an improved quality of life for all Floridians.

*A special message from the Governor, reprinted from the conference program.

FIRST GENERAL SESSION

INTRODUCTORY REMARKS

The Honorable Elaine Bloom
Conference Coordinator and Vice Chair
Florida Postsecondary Education Commission

Good morning! It's my great honor to welcome you all here today. Did you ever give a party, expect about twenty people to come, hope that ten would show up, and have two hundred come? That's sort of the way we felt, because we really didn't know how many of you were going to come. And we're absolutely delighted to welcome this enthusiastic, obviously very aware group of people to be with us for what will surely be two of the most stimulating days in the lives of most of us.

We are about to embark on a unique session, knowing that we represent the interests of business and industry, academia, the government sector, and all of those who fit between the cracks of any of these groups. We have a very rare opportunity to talk about a subject of interest to all of us: how to help women move forward, and the steady progress that's been going on for women over this past decade.

I am delighted to be able to bring to you greetings from the First Lady of Florida, who had planned on being with us to say these words personally but since she couldn't, she sent her husband! But before we get the opportunity to hear from him, let me read to you some of Adele Graham's words on this topic:

WELCOME

Adele Graham
First Lady of the State of Florida
(written message read by Elaine Bloom)

I am delighted to have the opportunity to send a welcome to the men and women who are participating in this conference directed to the advancement of women in Florida. Your presence indicates an awareness of the invisible employment barriers women face. Your willingness to work to continue to remove these barriers is essential.

Please take every opportunity during the conference to contribute suggestions that can result in a workable plan to assist women forward. Men and women must pull together in this effort to build a support system that will make a difference.

I have had the pleasure of talking with women all across the state during the past month--women in industry, in the home, in the community, in government services, and in education. Women are vitally concerned with the economy and its impact on the family unit. We cannot afford to waste women's talents and energies.

This conference can provide women and men with the guidelines and tools needed to continue the progress women are beginning to make. Altnough the ERA has not yet been ratified in Florida, I am pleased that the state has indicated its commitment through its statutes, the Florida Human Rights Act of 1977, and the Executive Order issued on July 4 of this year by Governor Bob Graham. This conference is another example of the state's commitment.

I want to thank you for coming, and for your contribution to the development of a meaningful State Plan of Action.*

*Text edited from conference tapes.

REMARKS

The Honorable Elaine Bloom
Conference Coordinator and Vice Chair
Florida Postsecondary Education Commission

Ladies and Gentlemen, that State Plan of Action is up to you. You will create it here. Your suggestions, as indicated by Adele, will be not only welcome, but necessary. You have been provided with green slips of paper, and you will see that there are all kinds of boards around the conference area for you to write your suggestions. In short, the recommendations that you make will not only shape this conference, and the report we are able to give to you, but we have the assurance that they will shape the future destiny of this state through the commitment of our State Administration.

It is now my very great honor to introduce a man I had the pleasure of working with for over four years; a man who is truly committed not only to education, but to the ways that women can be brought more fully into the total spectrum of the state's economy based on the educational structures that are provided. I'm talking about the gentleman who is the Chancellor of our State University System, and who will introduce our Governor.

E.T. York, a man who came from the field of agriculture and agricultural education, developed into a person who is known all over this nation and in many countries of the world, and who has great involvement in agriculture, education, and the economy. He is very well-suited, therefore, to begin this conference and to introduce our keynote speaker. Dr. York has been the Chancellor of the State University System of Florida since 1975, and it is my pleasure to work with him as a legislator, your pleasure to work with him as a leader in the State of Florida.

And now I'd like to present Dr. E. T. York.*

*Text edited from conference tapes.

INTRODUCTION TO GOVERNOR GRAHAM'S ADDRESS

E. T. York, Chancellor,
State University System of Florida

I'd like to thank Elaine for those very gracious remarks. Governor Graham, other distinguished guests, ladies and gentlemen, it's my pleasure on behalf of the sponsors of this conference to welcome you here this morning to this very significant meeting.

You will note in your program the diversity of interests represented by the sponsors of this meeting, and I'd like to comment very briefly about that. It is, of course, very appropriate for educational institutions and organizations such as the Community College System, the State University System, the Florida Post Secondary Education Commission, and the American Council on Education to be interested in the goal of this conference, basically that of improving opportunities for women. The primary goal of education has been and continues to be that of helping every individual more nearly reach his or her potential. Education is concerned with human resource development and the effective use of human resources, not only from the standpoint of how the individual may benefit, but more particularly from the standpoint of how society as a whole may be improved and advanced through the development and better use of human resources.

It is also understandable why organizations such as the Florida Commission on Human Relations and the Governor's Commission on the Status of Women would be interested in and would sponsor such a conference. Such groups have been and will continue to be in the forefront of those committed to providing equal opportunities to all, irrespective of race, religion, sex, creed, color, or national origin. I think it's particularly noteworthy, however, that organizations such as the Florida Council of 100 and the Florida Chamber of Commerce, representing the business and industrial leadership of this state, have joined in the sponsorship of this conference. I'm sure that involvement by these distinguished groups has grown out of recognition of the contribution women have made and obviously must continue to make to the economic life of this state, and from a commitment to try to maximize the opportunities for women within business and industry in Florida.

Most of us, I'm sure, at one time or another have attended meetings called in response to some mandate by government to deal with Affirmative Action or equal opportunity. I should emphasize that there are no such mandates associated with this meeting here today. Our concerns transcend necessary compliance with governmental policies. We're not dealing in this conference with legal obligations, although there are some. We're not even emphasizing ethical and moral responsibilities

aimed at trying to see that every citizen is treated fairly, equitably, and without bias, although there are major responsibilities in this area as well.

In this conference we will be dealing primarily with plain, common-sense economics rather than legal, ethical, or moral responsibilities. As a state, we know we cannot afford the loss of human talent which would result from the failure to use to the fullest possible extent the abilities of any of our citizens. The prosperity of our nation will increasingly depend upon the maximum use of our entire range of human talent. Recognition of this fact is one reason why there is increasing attention being directed towards programs which emphasize the full use of women's talents and abilities.

It is from such a perspective that I hope we might address this conference here this week. Our entire society can be enriched through a massive infusion of human talent which in the past has been underutilized. The structure of the conference program recognizes the number of problems which have been encountered and will be encountered in this accelerated movement of women into the work force. It is having major consequences for the nation as well as for the family and individual lives. That is why it is important, I believe, to have a conference such as this to focus on these problems and concerns and to attempt to find appropriate solutions. We have, in this effort, an opportunity for building a better state, a better nation, indeed, a better society overall.

So on behalf of the conference sponsors, I want to welcome you to this meeting. We hope you have a very productive experience.

We're delighted now, ladies and gentlemen, to introduce our keynote speaker. We are honored indeed to have as that speaker today a man who is effectively using the powers of the Governor's Office to advance the cause of equal opportunity for women. For example, he's recently appointed the Governor's Commission on the Status of Women to be concerned very specifically with the special problems, goals, and aspirations of women. On July 4 of this year, the Governor issued an executive order strongly committing the State of Florida to the principles of human liberty and dignity proclaimed in the Declaration of Independence. The Executive Order also committed the State of Florida to effective Affirmative Action Programs which can help assure equal opportunities for all.

One goal set forth in the Executive Order was to identify and eliminate barriers to the full use of all Floridians in state government. We are, of course, very fortunate to have a Governor so strongly committed to such goals. I would say at the same time that it would be rather surprising if the Governor were not committed to such goals. As most of you know, with his lovely wife Adele and their four daugh-

ters, the Governor is overwhelmingly outnumbered at home when it comes to dealing with women, and I'm sure he's constantly reminded of the important role which women must play in our society. It is also interesting to note that the Governor's aunt, Mrs. Ina S. Thompson, was the first woman to serve in the Governor's little cabinet as a State Motor Vehicle Commissioner from 1955-61. This was a distinction of considerable significance at that time.

I will not take your time and his to review Governor Graham's illustrious background, especially his record of distinguished service in the Florida Legislature. Most of you are familiar with this. You may not be aware, however, of some significant achievements by the Governor in the field of education during this very short period that he's been in office. Only five months after Governor Graham had assumed his office, he was elected Chairman of the Southern Regional Education Board. Some two months later he became Chairman-elect of the Education Commission of the state. These are two of the most prestigious organizations in the nation in the field of education. To my knowledge, no Governor from any state has ever before been elected to head either organization during his first year of office, to say nothing of being elected to both. I mention these significant achievements to indicate something of the great respect and high esteem for Governor Graham outside the State of Florida as well as within the state. The people of Florida are very fortunate to have him as their chief executive. We are very fortunate indeed to have him as our keynote speaker here this morning.

Ladies and gentlemen, the Governor of Florida, the Honorable Bob Graham.*

*Text edited from conference tapes.

UTILIZING THE TALENTS OF WOMEN: A STEP FORWARD

The Honorable Bob Graham
Governor of Florida

I appreciate the Chancellor's introduction. I wish that he had not made reference to the fact that I was surrounded twenty-four hours a day, and therefore my position on the issue is not one of commitment, but rather one of survival. Mr. Chancellor, good friend Elaine, fellow Floridians:

This is a very significant and I think it will be viewed in history as a turning point occasion in the commitment of our state to a very long and important struggle, because it recognizes that we as a state are prepared to move beyond the cliches and begin to deal with the very real, tough, practical problems that are necessary in order to expand the horizons of human potential and the economic well-being of all of our people. During the course of the campaign to have the opportunity to serve in this very exciting and rewarding position, I took a number of jobs. That experience had a major impact on me, not only in a political sense, but also in a personal sense because it put me in the position of being exposed to Floridians in a wide variety of experiences that I frankly had not previously encountered. That experience of being able to see people as they are, without any cosmetic barriers between themselves and reality, to be able to deal with them on a level of equals and not a level of elevated platform, was an extremely significant personal educational experience. My remarks today are going to commence with an outgrowth of that experience. On the 28th of June of last year, there was a momentous occasion of which I'm certain all of you are well familiar. When the date June 28, 1978, is mentioned, what immediately comes to mind?

My disappointment is total, for it was on that date in history that a very well-known and significant book was published entitled Work Days: Finding Florida On the Job. We thought it would be an appropriate way to further ingrain that date in the minds of history by taking a job on the 28th of June as a book salesman. There was a little bit of personal economic interest in that, since I have a royalty contract for the sale of the book. But I happened to end up spending the day working with a lady who is typical of many in Florida: a middle-aged, single parent who is supporting her children by working as a salesman in a bookstore in Tallahassee. In the course of the conversation I asked her what women's writer had the most influence on her own view of herself and her situation, and she mentioned Joan Didion. And so in trying to repay this bookstore for the privilege of letting me hustle my books there all day, I bought some of her books and have read them. Ms. Didion is, I find, a very insightful, amusing and

informative author. She has made the observation that we have reached the point today that to make an omelet you not only have to find someone who can break the eggs, but you have to find someone who is sufficiently oppressed to be willing to do so.

It's not that I find Ms. Didion to be all that cynical about emerging concepts of the new women's roles, but that she considers it appropriate to have a healthy suspicion of any particular movement which is trendy enough to have more than one magazine.

And she points out that any movement that can capture the hearts and minds of millions of women, that can change our working habits, the way our children are raised, our politics, our very culture, that any such movement is susceptible of being trivialized by degrees. By way of example, in one of her books she points to an article on "Housekeeping Contracts" between the new woman and her mate. Perhaps you have read some of these. They go like this: "I wash, you dry."

But I submit to you that women's struggle for equality is far too important to be trivialized; that although a great deal has been done, a great deal needs to be done.

In any great, sweeping cultural change, there is an exciting beginning. It is much like the beginning of a marathon race. At the beginning of the race, there is a great welling-up of long-suppressed emotion, a great coming together of all of the kindred spirits prepared to engage in this common enterprise. There is an excitement, a glamor, and the heady flashes of the photographer's camera.

But after that it passes -- and it passes quickly -- and there is a long hard race to be run. A race which in many cases is a lonely one. And that's the tough part, after the fanfare of the beginning has died down. Then it's just you and the empty path stretching out in front of you as far as you can see.

The Equal Rights Amendment is part of that long hard struggle. Florida is one of the states which has not yet ratified the Equal Rights Amendment. Legal scholars can and will debate until the Equal Rights Amendment is ratified -- and it will be ratified -- the role that this will play in accomplishing equality for women in America. But there is one conclusion that cannot be escaped: it is the just thing to do; it is the fair thing to do. I do not intend to let the legislature's failure to ratify the Equal Rights Amendment in Florida to be any more than a temporary setback in Florida's commitment to the equality of women in this state. As has been pointed out, I have a vested, selfish, paternal interest in this equality. I want to see my own wife, I want to see my own daughters, achieve every goal which is their desire to achieve.

I want them to go as far as their hearts, their minds, and their abilities will take them. There are some wide-spread myths about the Equal Rights Amendment. There are myths that it is intrusive, oppressive, that it is governmental intervention in private family affairs, and that the ERA represents some grand on-going social program requiring planning, funding, and supporting a bureaucracy all its own. In the most creative way, the Equal Rights Amendment is restraint. The Equal Rights Amendment is negative. By its very wording, it is a limitation on government doing those things which government should not be doing in the first place.

Perhaps that has a strange ring to it, but if anyone has taken more than a cursory examination of history, if anyone has taken more than a passing attempt to understand the legal framework within which the Equal Rights Amendment operates, or the propensity for the government to crush individual spirit, there are no finer words in the English language than: "Congress shall make no law..."

No law, for instance, abridging the right to free speech, and free press, and to petition the government for the redress of grievances.

How simple those words, yet how often they have been challenged. How often our courts have had to reaffirm them with the simple statement thay they mean exactly what they say. Congress shall pass no law.

You shall not silence the sidewalk orator.

You shall not still the largest press or the tiniest mimeograph machine.

You shall not deny a ballot to a single American because of the color of his or her skin.

And you shall not deny the women of this country the same rights and privileges and responsibility that men enjoy.

There was a time in our country's past when being equal meant being equal if you were male, white, over the age of twenty-five, and owned property. Less than two hundred years ago, the Constitution of the United States was ratified by the original thirteen states and most states had those conditions as a prerequisite to participation in the adoption of the fundamental social contract that governs our nation. Every generation of Americans since that time has made its own contribution to that expanding concept of equality. The Equal Rights Amendment will be our generation's contribution to that historical effort.

It is an idea whose time has come. Let me share a personal experience. My wife -- who to your detriment sent me as her substitute -- at the commencement of our campaign for Governor was not in favor of the Equal Rights Amendment. I believe as part of the spirit of individuality that people have the right to their own opinions, even when they're wrong. But she was exposed during the course of the past two years to a healthy dose of reality. As she traveled around the state, she talked to hundreds of women about their concerns.

She was amazed at the number of women who told her they weren't being paid the same as men for the same work, that they were just barely getting along. And these were women who were heads of households, the sole support of their families. You don't have to be in the business world very long before you understand that you can't fill a pay envelope with good intentions.

My wife has now become a very thoughtful, but assertive, advocate of the Equal Rights Amendment. Equal pay for equal work is more than an empty slogan: it is an absolute imperative in the fight against sex discrimination in the marketplace.

During the course of my own experience working at the different jobs, I must admit that I was surprised at the number of women I encountered around the state in all kinds of jobs, jobs in which I did not expect to find women at work. If sexual stereotyping had been a misdemeanor, I would have been ticketed a number of times.

Women working in heavy manufacturing plants, women in law enforcement, women mechanics, doctors, lawyers. It finally dawned on me, as I suppose it's beginning to dawn on many men: women are making this country work, and they have been doing so for a long, long time.

And as they take more and more of a role in the work of our country, a number of traditional notions are beginning to fall by the wayside. I'd like to talk about some of the baggage that we carry with us in this concept of the limited roles of women in America.

For a long time we have had an almost neurotic resistance to husbands and wives working for the same employer: nepotism. Nepotism. It sounds like some kind of dread disease.

It is time to re-examine concepts like this to see if they are still useful or whether they are not merely excuses for carrying on business as ususal. We must look at these ideas to see whether they do not continue to carry an assumption that the reason for their being is that women are inferior, that women are controlled,

that women are susceptible to manipulation, and therefore that they cannot be trusted to work in the same position with their spouses.

I had a recent experience last week in Columbia visiting in the United States Embassy. I talked to a young lady who with her husband is working in the Foreign Service assigned to the Columbian Embassy. She said that it had not been too long ago that the United States State Department had had a prohibition on husbands and wives working in the same position. That they, the United States State Department, through the Foreign Service, has now reversed this position because they have found that the total value of service in terms of the mission of the department is augmented by having an effective partnership of spouses working together. That some of the dislocation problems which had been a very serious barrier to career foreign service officers, both men and women, have been overcome by a more realistic application of the concept of nepotism, and it is largely being terminated as a condition in the foreign service.

All in all, this evolution has been a healthy process. It is changing our way of looking at the family, at education, and at the very idea of work itself.

For instance, where did we get the notion that work is something that can only be done from 8 or 9-5 on a Monday through Friday basis?

Or that education is a rigid training process that ends when you are twenty or twenty-one, at which time you undertake an equally rigid employment career?

These concepts are culturally ingrained, and as women enter the work force such worn out ideas are being challenged more and more vociferously. That challenge is good for men and women and those institutions which have grown so accustomed to maintaining those traditions.

One of my biggest complaints about government is that it tends to become a repository for some of society's stodgiest sentiments. I view government's role as that of increasing an individual's options, not limiting them. I view government's role as helping to ease the inevitable problems of realigning female/male roles, rather than adding to them.

We're not talking about remote theories. This is not an exercise in polemics; these are bread and butter realities.

Women who happen to be mothers ought to have access to day care centers so they can work if they choose to do so. Last Wednesday, a week ago today, I was in Key West, and in the course of the visit talked to a number of parents, particularly single parents who were

facing the very real dilemma of whether to give up their employment places and go on welfare, or give up their children because of the inability to find adequate and affordable day care facilities in that community for their children. I think it is a proper role of government to see that those women have a wide range of choice that is not restricted by the availability of such a basic service. I do not find that government working in this way is a welfare role. It is a simple matter of taking steps to increase the potential in terms of humaneness and in terms of economy of the people, and thus of our state.

We ought to insure that there are enough educational programs for women who interrupt their early schooling to go back and get their degrees, or to continue in graduate studies. Women should not be trapped because of traditional life cycles based on the plain biological requirements of motherhood.

And we need, unfortunately, to continue affirmative action programs, because when left to cure itself, discrimination has a way of taking on a life forever. We need to continue it until there are enough women in government so that government is <u>by nature</u> aware of, and responsive to women's concerns.

We will be announcing shortly the appointment through the Secretary of the Department of Health and Rehabilitative Service, David Pingree, who is here, of a new deputy in the Vocational Rehabilitation Program Office. We have set as the primary requirement for this appointment the standard of competence. And this is an individual who by education, training, and demonstrated performance, is competent. This individual happens also to be a woman. This individual happens to also be blind. I am convinced that because of these unique combinations of personal characteristics and acquired competency that this individual will bring a dimension to the state's commitment, a sensitivity to the needs of its handicapped citizens that would not be there with a person who had not had that kind of personal life experiences. That, I think, is the essence of Affirmative Action. It is not something we do because if makes us feel better; it is something we do because the government cannot achieve its reason for being -- to serve people -- unless government has within it people who have themselves experienced all the kinds of conditions under which our people live, who can be sensitive to the role that our government plays in opening up options for our people.

We will have not arrived with our necessary affirmative action programs until we no longer require that a woman be super-qualified for a position, until we no longer automatically associate women with typewriters and xerox machines. We need to continue affirmative action until we no longer have to look around an agency or a business and count noses in order to see if we are hiring fairly.

I was thinking on the way down that when Florida was acquired from Spain in 1821, Andrew Jackson was designated as the first territorial Governor. If Andrew Jackson on July 4, 1821, had issued an Affirmative Action directive, what would he have been looking for? Well, certainly he would not have been considering Affirmative Action as it relates to race, because the stereotypes of the relationships between the races were unquestioned. He would have been talking about men and women, because the role of women was equally well established. He would have been concerned with things like, "Are we certain that we are hiring enough people who come out of a common background, as opposed to an aristocratic background? Do we have employed enough people who did not go exclusively to only the best educational institutions but came up -- heaven forbid -- through a public education system? Those would be the kinds of thresholds of Affirmative Action had Andrew Jackson issued such an order 158 years ago.

The fact that we no longer go through our governmental offices and ask, "What kind of economic background did you come from? How much education did your mother and father have? What kind of school did you go to in the second grade?" is an indication of some of the progress that we have made. When we can go through the same governmental offices a few years in tne future and not ask the questions about race, and sex, and handicap, and ethnic background, then we will know that our current generation's commitment to Affirmative Action will have been equally successful.

Yes, the women's movement in this country has reached a point which is common to all sweeping cultural innovations: somewhere between the rallies and headlines that indicate commencement, but somewhere short of a utopia that indicates completion. There is not much glamor in these, the middle miles of a long, long race. But, they have to be run just as the first and last miles have to be run.

The women and the men in this room represent the leaders in that race, the epitome and the spirit of a just and worthy struggle. I challenge you, during these hard, unglamorous middle miles, to keep sight of our goals. I challenge you to continue to fight for equality without being consumed by it. I challenge you to resist the trivialization of a noble cause, because it does an injustice to our cause and because our detractors will seize upon it, and they deserve no such assistance.

All of us, women and men, have a stake in your success, and that success will not have arrived until programs like Affirmative Action have been rendered relics, until gender has been rendered irrelevant in the workplace, until conferences such as this one have been rendered dated, quaint artifacts of a bygone struggle. That success will not have arrived, perhaps, until Ms. Didion's omelet can be made by breaking the eggs, not the cook.*

*Text edited from conference tapes.

INTRODUCTION TO CHARLES WILLIE'S ADDRESS

Delores Ausenne, Special Assistant to the Chancellor
Director of the Office for Equal Opportunity Programs
State University System of Florida

In order for us to utilize the talents of women, we must first recognize, acknowledge, and remove those barriers which may impede the achievement of this objective. The method most widely used is normally called Affirmative Action programs. And our next speaker is uniquely qualified to address us on overcoming institutional impediments to Affirmative Action, since professionally, he is a sociologist. He also has a talent for pinpointing the issues and proposing realistic solutions.

I personally witnessed this talent at a conference in North Carolina several months ago. Dr. Willie had spoken and received a standing ovation because he had proposed that higher education be uniquely adapted to accommodate the problems of the disadvantaged student. He suggested that all the Harvards, the Berkeleys, and the M.I.T.'s should be reserved for the disadvantaged student, because these are the institutions that have the expertise and the resources to adequately deal with these students' problems. We've never thought of that, have we? But I'm sure that he will have more realistic solutions for us as he speaks.

Let me tell you something about Dr. Willie. He is a Professor of Education and Urban Studies at Harvard's Graduate School of Education. He has held that post since 1974. He was previously Chairman of the Department of Sociology and Vice President of Syracuse University. He is a former President of the Eastern Sociological Society and a Fellow of the American Sociological Association, and has been a member of the Board of Directors of the Social Science Research Council and a member of the Technical Advisory Committee of the Maurice Faulk Medical Fund. In terms of public service, he was appointed by President Carter to serve as a member of the President's Commission on Mental Health and was a court-appointed Master in the Boston School Desegregation case. He has served the Community as a member of the Board of Trustees of Episcopal Divinity School in Cambridge, and as a former Vice President of the House of Deputies of the Episcopal Church in the United States, and he is actively involved in the Movement for Women Priests. The many books that he has written and edited include Black Colleges in America, Black/Brown/White Relations, The Sociology of Urban Education, A New Look at Black Families, Racism and Mental Health, and Black Students at White Colleges. He has received numerous awards and honorary degrees. Dr. Willie is a graduate of Morehouse College and Atlanta University, and received his Doctorate degree at Syracuse University.

It's certainly with great pleasure that I present to you Dr. Charles V. Willie.

*Text edited from conference tapes.

OVERCOMING INSTITUTIONAL IMPEDIMENTS TO AFFIRMATIVE ACTION

Charles V. Willie
Professor of Education and Urban Studies
Harvard Graduate School of Education

It is a pleasure to be here in the great state of Florida and to participate in this conference that is a celebration of women moving forward. I have come to highlight the struggle that lies ahead and to give assurance of ultimate victory. We shall overcome.

Rene Dubos has reminded us that "to live is to struggle," that successful life is not one without ordeals, failures, and tragedies..." In the words of the old hymn, "through many dangers, toils and snares, we have already come. 'Tis grace that brought us safe thus far. And grace shall lead us on."

The Macmillan Publishing Company and its School Division have provided illustrative material for part of this discussion. In 1975, its Committee for Creating Positive Sexual and Racial Images in Educational Materials published guidelines for Macmillan authors, artists, and editors. The guidelines had a positive purpose--that of creating positive images. The publishing industry is in the business of communicating by way of language. Images are an important component in the anatomy of language. The Macmillan Committee members were not busybodies, doing good for others with no concern about their self-interest in the ultimate outcome. They expressed the belief that the guidelines would "expand rather than restrict...opportunities to serve the needs of...readers. "In addition to this reason, the Committee listed two others for preparing the guidelines--one, ethical and the other, economic. Ethical and economic concerns are not unrelated as colleges and universities have discovered in their attempt to be responsible shareowners in corporations that transact business for profit in South Africa.

The Committee said that textbook publishers have an ethical responsibility not to teach young girls or minority children that they are "second-class citizens." The Committee acknowledged that textbooks have a "pervasive influence...on children's self-image" and that children, when they are taught mathematics and reading, "are also learning -- sometimes subliminally -- how society regards certain groups of people." The Committee concluded that textbook publishers have (what it characterized as) "an awesome social responsibility" not to teach children "that one type of person has less value than another." The Committee confessed that the conscience of publishers about their social re-

sponsibility to create positive sexual and racial images for all had been "only recognized." Having recognized this responsiblity, the Macmillan Company decided to do something about it. To recognize that a practice is wrong and harmful to others and then not attempt to control the harmful effects when one has the authority and power to do so is immoral as well as unethical. A publishing company that recognizes that its textbooks have contained harmful material pertaining to women and racial minorities is committing an ethical act when it deliberately decides to change this oppressive practice.

Happily for Macmillan, it perceived a correlation between its ethical concern and its economic interest which was another reason for issuing the guidelines. The Macmillan Committee discovered a trend among textbook adoption committees everywhere: "[they] are beginning to add sexism and racism criteria to their adoption requirements." This action on the part of such textbook adoption committees is not entirely a function of self-serving morality which members are imposing upon an innocent and unsuspecting society.

The Macmillan Company reported that women, alienated men, black people, American Indians, and the aged, among others, "are insisting upon positive changes." Books are published to be sold. And if these categories of people identified are insisting on positive changes, it means that many in the American population are dissatisfied with the way in which they have been characterized in textbooks in the past. Apparently they do not like being depicted only as background figures or as passive watchers from the sidelines or as second-class citizens, or as persons of less value than others.

If textbook adoption committees are tending to adopt only those books that both acknowledge "the wide varied backgrounds and heritages of young readers" and recognize their "common human concerns, needs, and feelings that transcend these differences," then the publishers who ignore this fact will be left behind in the competition for the sale of their products. It is a well-known fact that prejudice and discrimination tend to "bottom out" when they reduce the profit margin on the "bottom line." Out of such wisdom, solvency is maintained. Clearly the Book Division of Macmillan was following a course of action that would fulfill its self-interest when the Committee for Creating Positive Sexual and Racial Images was formed and given the task of formulating guidelines for authors, designers, illustrators, and editors of textbooks.

Some did not see it that way. Writer James J. Kilpatrick, for example, delivered a broadside against the Macmillan Publishing Company. He called Macmillan's personnel "born-again egalitarians." But then he said that they had confessed their sins, repented, and embarked on a new

life. Moreover, he said that by today's standards, "Macmillan has said and done the right thing." These statements are all right at face value. But they really were intended as ridicule.

As Kilpatrick got more worked up over the guidelines, the valve was opened and a full blast issued forth. He denounced them as "a willful exercise in intellectual dishonesty." He said, "The company is insisting that its textbooks depict society not as it is, but as the publishers, in the fantasies of their "newly raised consciousness," would like it to be." He accused the company of using its textbooks to "propagandize for a new social order" and implied that this was the purpose of the new guidelines. Susan Hernandez of the University of Indiana Press accused some people of propagandizing for the old social order. Kilpatrick probably could be included in such a list. He appeared to be propagandizing for the continuation of a social order which he understands, to which he has become accustomed, and that is controlled by people like him. Years ago Robert Park said that "prejudice--that is caste, class and race prejudice--in its more naive and innocent manifestations, is merely resistance of the social order to change."

Kilpatrick admitted that "it is altogether desirable to abandon or to modify practices both cruel and stupid." But he sneered at the suggestion that a mother might be portrayed "working at her desk, while dad reads or clears the dining room table." He spoofs the suggestion in the guidelines that both sexes might be depicted as playing ball and that sometimes boys might be pictured as watching a girls' team play. He caps his analyses with a sarcastic conclusion that children would regard as fake an illustration of "a baseball team consisting of three white girls, two black girls, three white boys and a Chinese shortstop." We hasten to add that this team was dredged out of the imagination of James Kilpatrick and not that of the Macmillan Committee.

Kilpatrick, of course, presented what he considered to be the most ludicrous textbook illustration imaginable to make his point that the Macmillan guidelines were ludicrous. And yet, by his imaginary illustration, he may have revealed how much he -- a middle class, middle-aged white male -- has been isolated physically and perceptually from the changing world about him. It is not ludicrous at all to encounter a collectivity similar to that which Kilpatrick imagined; perhaps not on a baseball field yet, but certainly elsewhere there are such collectivities. At Harvard, for example, where Cleveland Amory said, "In the old days students...were actually ranked...on the basis of their ....families' social position," and which always has had a plentiful supply of students who are descendants of Cabot, Lowell, Adams and Saltonstall families, I taught a seminar on Race Relations in Education in the Graduate School of Education the spring of 1976 that consisted of two black men, one black woman, one white woman of Anglo-Saxon Protestant background, two white men of Irish Catholic ancestry,

one Native American woman, and one Chinese-American man. No, it is not hard to imagine a gathering in America today that consists of the combination which Kilpatrick offered as a mockery. The trouble with some who have been members of the ruling caste is that they suffer from plain myopia: unable to see or discern the new social reality.

The Guidelines suggest that materials that are "offensive or patronizing to women" should not be published, that published materials should use "a broad representation of black leaders and writers, both establishment-approved and controversial," and that Hispanic people should be shown in a variety of neighborhoods "on all class levels." The purpose for doing this, according to Macmillan, is to give children an "unbiased view of the full range of human potential, including the view that males may be occasionally self-doubting, in need of reassurance and support (emphasis mine)."

One might conjecture that Kilpatrick's sarcastic denunciation of these Guidelines for human decency probably reflects the acknowledged self-doubt and insecurity of a man who fantasizes that men -- and especially white men -- ought to be always in charge and should be privileged to label others when they so choose.

These Macmillan guidelines do not march to the drum beat of the women's movement. Macmillan, in business to sell books and classroom materials, has determined that "textbook adoption committees everywhere are beginning to add sexism and racism criteria to their adoption requirements," and believes that these committees will recommend rejection of educational materials that stereotype women and minorities. Macmillan is wise to respond to a changing situation in which women and minorities have decided no longer to cooperate in their own oppression. This is the decision of women and minorities, not Kilpatrick's and therefore will not be changed by his sarcasm. The Guidelines effectively answered Kilpatrick before he spoke; they state that "the struggle to comprehend fully today's equality and liberation movement has been painful, for we must overcome fundamental premises on which our own lives were built -- many of the premises we gleaned from the textbooks we used as children." And so it is with Kilpatrick and some others of his vintage. Their broadsides from an age gone by manifest the pain which adaptation to new circumstances and conditions engenders for those who wish to maintain the social order over which they rule or to which they have become accustomed. They should be granted no quarter to their quest to impose the practices of the past upon the present when such are obsolete and inappropriate in the light of new understandings. Their problem should be dealt with mercifully and they should be accepted gracefully at the first sign of any inclination to become "born-again" people who believe in justice and equality for all.

If the issue was one only of style and manner, it would be less serious. We who make our living trafficking in words know that they have the specific role of being meaning-carriers. Clemens Benda, a psychiatrist, with training also in philosophy, states that "the [human world] is not only interpreted and communicated through language but is experienced and evaluated through the meaningful framework provided by the language into which each individual is born."

Further Benda said that "a concept never refers to an isolated form but to a function." Names, concepts, and images in our language have been used to build up one group and by implication to put down another.

With reference to sexism in our writing, the guidelines state that "humanity" is an excellent concept that may be used in place of "mankind." Indeed it is a more accurate description of a population consisting of men and women. When referring to a married couple, "husband and wife" is a better description than "man and wife." Those who were the architects of our present social system are our "forefathers"; but there were women present at the beginning, too. They should not be ignored. Thus the Guidelines indicate that "founders" and "ancestors" are more appropriate nonsexist phrases that include the men and women who formed this nation. When describing an opinion that characterizes the rank and file, why not say it is the opinion of "the average person" rather than the opinion of "the man on the street" or "the man in the pew."

Clearly the Macmillan Guidelines intended to clarify rather than confuse and to make plain that which was confusing. One might expect writers who live by words such as James Kilpatrick, scholars, and all members of the publishing industry to support rather than denounce such effort. A general theme of the Macmillan Guidelines was that one should use a word that denotes inclusivity if one intends to be inclusive and one should use a word that denotes exclusively if one intends to be exclusive. As Joan Huber of the University of Illinois has put it, "To use 'men' to mean both 'men' and 'women and men' is an exercise in double-think." We do not need this kind of thinking in this day and age that depends so heavily on accuracy and precision for our safety and security.

This has been a discussion about labelling and name-calling. It is not definitive and could not be, because the names and labels by which women and minorities call themselves and wish to be called are changing. And it does not yet appear what the ultimate outcome will be. But we see through a glass dimly some images of the future now. These we have analyzed and discussed. One thing is certain: James Kilpatrick and other middle class, middle-aged men no longer may exercise the exclusive prerogative of labelling women and minorities as they wish. We now know

that a name is more than a name; it also implies a function. Minorities and women are proceeding to name themselves. Wise are we who adopt their lingo. It is meet and right to do so.

It is important to understand this discussion of group names, labels, and stereotypes not merely as a treatise on the proper usage of words but also as an analysis of the instruments of institutional oppression. The activity of naming a person, place, or thing is one way of exercising control over that which is named. A name has two properties -- its denotation and its connotation. To denote a person, place or thing is to mark off as one class or category and separate from others. To connote a person, place or thing is to assess the unique qualities of the class or category, including its meaning and significance to others.

If the words used to classify also signify the significance of a person, place or thing to others, then name-calling can be a form of institutional oppression. Institutional oppression has to do with the structure and function of organizations rather than the attitude and behavior of individuals. Institutional oppression such as sexism or racism exists when the opportunities, obligations, and behavior of the people of one class or category are limited in a way that is inequitable and unfair in comparison with the people of other classes or categories.

If the denotation and connotation of a name imply a superior or inferior function, then the name itself contributes to oppression even though the people who use the name may not have intended such an outcome. It is important to realize that institutional oppression has to do with the effect of social action rather than intent. In terms of effect, group names, labels, and stereotypes may qualify as a form of institutional oppression.

If contending against Kilpatrick was the outstanding issue of the Women's Movement, we would be home free. For attitudes like his no longer prevail. A more serious issue is emerging. Linda LaRue, a black woman, has written this: "can we really expect that white women, when put in direct competition for employment, will be any more open-minded than their male counterparts when it comes to the hiring of black males and females in the same position for which they are competing?" In her article on "Black Liberation and Women's Lib," Linda LaRue further states that "As more and more women participate in the decision-making process through the Movement, the few radical women in the 'struggle' will be outnumbered by the more traditional middle-class women. This means that traditional women will be in a position to take advantage of new opportunities that radical Women's Liberation has struggled to win." Then Linda LaRue makes an interesting observation of what other people can expect from traditional people. She said that "the [married]

traditional [white] woman, middle class and above, tends to vote the same way as her husband." She reminds us that "Blacks have dealt with these husbands in the effort to secure jobs, housing, and education"; and she concludes that there is an "unlikelihood of... blacks... gaining significantly from the open mobility of less tolerant women..."

Linda LaRue's concern must be treated seriously. Her question has to be answered. Clearly the Women's Freedom Movement must be inclusive, not exclusive, and open, not closed. Our recent history reveals that the power of the Civil Rights Movement began to wind down after the participation of whites was discouraged during the Mississippi March in the mid 1960's. Its most magnificent moment was the March on Washington in 1963 when Martin Luther King, Jr. talked about his dream. All sorts of conditions of people were there: blacks and whites, men and women, the young and the old.

The lessons from recent and remote history are clear. Women will never be free until they decide to cease cooperating in their own oppression. I am tempted to state this principle as Willie's law: They will do it to you as long as you let them. But more is at stake. The Freedom Movement among women will diminish in power, if it permits itself to fractionate into black and white sectors, city and suburban units, middle-class, and working-class concerns. Women will gain strength out of their diversity and will continue to move ahead to the extent that they find creative ways of uniting disparate people. The first order of business, however, is to protect the least among us. By rescuing the perishing, the momentum of the Movement will be sustained. All people will see your good works and they will call you blessed.

It is fine and beautiful to demand freedom and to struggle for equality. But we should never attempt to be exclusive nor strive to attain a status of preeminence. The evidence of the past is against these goals.

Theodore White tells about his fair Harvard. He identified the presidency of James B. Conant as the period when Harvard moved toward preeminence. In his autobiography, In Search of History, White said, "Conant wanted to make Harvard something more than a New England School; he wanted its faculty to be more than a gentlemen's club of courtly learned men,...Excellence was his goal, and in the end, 20 years later, when he left in 1953, his insistence on excellence had made Harvard the most competitive school in American scholarship, a meritocracy in which students and professors vied for honors with little mercy or kindness." Please note the last eleven words in this quotation: "students and professors vied for honors with little mercy or kindness. What does it profit a woman or man to gain the world, if one is devoid of mercy and kindness?"

We have reached the point of no return. We must press on for a double victory. There cannot be freedom for anyone now, unless there is freedom for everyone.

In seeking their own solution, it is women who will redeem the soul of men. Now is the time.

SECOND GENERAL SESSION

INTRODUCTORY REMARKS

Charles Reed
Education Policy Coordinator
Office of the Governor

Trevor Colbourn, President of the University of Central Florida, came to Orlando and the University in January 1978, from San Diego State University. This was only about a month after San Diego State beat Florida State badly in football, out there on San Diego's home territory. Prior to joining San Diego State, where he served as Academic Vice-President and Acting President, Dr. Colbourn taught at Penn State University and Indiana University and served as Graduate Dean for the University of New Hampshire. He brings a special perspective to Florida, having been born in Australia and educated in England where he spent his first 21 years. His Ph.D. degree is in American History, received from Johns Hopkins University.

I've been interested in following Dr. Colbourn's start of a new athletic program in football at the University of Central Florida, and I'm pleased to announce to you that as of this date the team is undefeated. There are only two teams, or rather three teams, Florida State University, Florida A&M, and University of Central Florida, that are undefeated. He told me that he got his training in football from Joe Paterno while he was at Penn State and when I get back to Tallahassee, not to let Coach Bobby Bowden know what he's going to have to contend with in about three or four years. Dr. Colbourn.*

*Text edited from conference tapes.

INTRODUCTION TO BETTY CALDWELL'S ADDRESS

Trevor Colbourn, President
University of Central Florida
Orlando, Florida

I hope Bobby won't be holding his breath. It will take us a little while, but we are encouraged with the beginning. I'd also like to inject just one other note, that we are very proud of the fact that the University of Central Florida happens to be the current home of the National AIAW Lady Volleyball Champions. We hope indeed, to be the winner again this year, thanks to Coach Lucy McDaniel and her fantastic group of women athletes. We're very proud of them.

It is, I think, highly appropriate that Betty Caldwell is a featured speaker at this conference entitled "Women Moving Forward." As Assistant Director of the Interdepartmental Task Force on Women, she is involved in identifying key issues for women in federal employment, and working with top management and federal agencies to bring about changes in social policy. Before joining this task force in August, Ms. Caldwell directed EEO & Affirmative Action Programs for the Department of Housing and Urban Development, an organization which was recently sufficiently enlightened to approve a major loan to the University of Central Florida, whereby it can now double its dormitory facilities. I don't think I can give Betty either the credit or the blame for that. She also served as Federal Women's Program Manager for HUD and has extensive experience as an organization specialist and management consultant. She is the holder of Bachelor's and Master's degrees from the University of Maryland, and has served with the Peace Corps in Senegal, West Africa. She has directed a number of training events and special programs for women and minorities, and has worked with programs linking Affirmative Action to such key issues as productivity, improved employee morale, and full utilization of skills.

I am, I think with every reason, very pleased and very proud to present to you Ms. Betty Caldwell, Assistant Director of our country's Interdepartmental Task Force on Women.*

*Text edited from conference tapes.

THE OPEN SYSTEM: OPPORTUNITY, POWER, AND EFFECTIVE NUMBERS

Betty Caldwell
Assistant Director, Interdepartmental Task Force on Women
Washington, D.C.

Thank you, Dr. Colbourn. I want you to know that I am very pleased to be a part of this conference. As I look at your program, I see that you are facing the hard issues. As I look at the participants, I see that you are the ones who can make a difference. As I read through Governor Graham's statewide Plan of Action, I see leadership that could provide a model for the rest of the country.

I especially want to congratulate the key women responsible for the conference. Delores Auzenne, Special Assistant to the Chancellor, Florida Board of Regents, and Elaine Bloom, Vice Chair, Florida Post-secondary Education Commission, our Conference Coordinator, deserve gold stars for their work and their vision of the possibilities in bringing you together. I also want to express personal thanks to Mary Seals, a driving force behind this conference, and a constant source of warmth and humor as we have worked together.

I should also thank Dr. Willie who unknowingly made wonderful introductory remarks to what I want to address with you. This morning, he talked about the importance of being there, and I want to say I'm again very grateful for the opportunity to talk to the people who are there. And the other people who are going to keep them honest while they are there.

Dr. Willie talked about tokenism and what a difference that makes, and I'm going to address that issue. And he talked about the wisdom of the less powerful, and I'm going to look with you at what a difference it makes to have power or to be powerless. I want to share some thoughts about moving working women into full economic equality with men -- about why it is so difficult and why I think we are trying to solve the wrong problems.

Those of you who have been actively engaged in affirmative action efforts for women, those who have agonized at the very slow rate of true progress, understand that the problems are complex. There are no simple solutions. I think some of the assumptions we have made in trying to solve the problems have not served us well. Today I challenge you to apply a fresh perspective to this problem, for just as we have created our own reality on this issue, so also we can be the authors of our own solution.

Simply stated, many of the problems we encounter are "explained" away by the assumption that women are different when it comes to careers. Much has been written, and little has been substantiated to the effect, that

there exists in this country a male culture and a female culture which so shape attitudes toward work that they are practically insurmountable.

So we suffer from the stereotypes that women do not value their careers as much as men, that they work primarily for self-fulfillment rather than economic necessity, and that their concentration in the lower status, lower paying positions is proof of a lower motivation to achieve. I believe we are blaming the victims.

Given this outlook, the corresponding view of success is that those women who do make it to key positions are superstars. The exceptions. The overachievers. Somehow of a different mold than their less visible sisters.

Those who accept this point of view and who are still intent on improving the status of women are destined to grapple with a very difficult problem: How to change the outlook of women. And while certain support systems, networks, and special training programs can be appropriate, recent research in large corporations has brought to light an alternative approach with major action implications. Researchers have created a new framework for understanding the issues that your own organizations are dealing with today.

I will talk about that framework, focusing not on women, but on the organizations and the way they systematically create or deny opportunity for women. I will ask you to direct your attention to the three major components of what I call the OPEN system: Opportunity, power, and effective numbers. Full credit for the pioneer research work goes to Dr. Rosabeth Kanter, Professor of Sociology at Yale University, who articulated this framework in her book, Men and Women of the Corporation. Her work stands as a sign of hope, offering profound new insights and clear courses of action.

First, look with me at opportunity -- what it is and where it comes from. Is it something that the fortunate few sieze when it knocks on the door, or is it something that you can systematically create for the women in your own institutions and your own political systems?

Simply defined, opportunity is a chance for growth. It can mean formal career advancement with changed responsibilities and titles. It may mean increased pay and higher status. It may also mean an increase in skillfulness and additional chances to give advice to others. In most systems opportunity tends to be defined only as upward mobility -- promotions to the next grade level -- but it needn't be so limited. Some organizations are beginning to build in opportunities for lateral moves as well, that can provide new learning and a change in pace for employees -- new visibility, if you will. The Office of Personnel of the Department of Housing and Urban Development, for example, periodically gives all experienced personnel officers the opportunity to state their preference and swap

positions at the same grade level. Switches have taken place between trainers and employee development specialists, as well as classifiers and E.O. specialists, and even among division directors.

The point is that opportunity is structured. Systems provide the paths and tracks that people follow to add to and to develop their skills. People know very well whether they are on a high or low opportunity track; so do their peers. And so we find two different kinds of behavior patterns -- two kinds of people: the moving and the stuck.

Let's look at the moving. Every system has a name for this group -- superstars, water-walkers, boy-wonders. For those so designated, opportunity breeds opportunity. As one manager explained: "Superstars don't get as many fouls called against them in basketball. People who get all A's sometimes get one when they don't deserve it."

The moving tend to have high aspirations. Seeing a good possibility of a high gain, they invest themselves heavily in work, learning those things that will help them on the way up.

A second characteristic of the moving is that they place a higher value on their own skills than do those who are stuck. They tend to think that they are making it on their own, primarily because of their skill. Of course, a dramatic increase in responsibility can also provide new areas to demonstrate skills. This phenomenon has been called the Gerald Ford syndrome -- he never wanted to be President until he became President.

The moving also have a strong engagement with work, often putting in extra hours at the expense of personal and/or family time. Social relationships are also likely to be built around the job.

Political alliances and an upward orientation are also typical of the moving. Intentionally learning about the informal systems and building alliances with those in positions of power are all part of the career strategy of the superstar. Jobs may be seen as necessary steps in a career ladder, with less value placed on becoming an expert in any one area. One young salesman with a major company was interviewed when he was twenty-six. He saw himself spending two more years in sales, then two years in production, four years as a marketing manager, and then rising to a directorship with a major part of the corporation. His learning goals all had to do with organizational politics, unlike less mobile peers who were concentrating on doing their sales jobs more effectively. Five years later, at the age of thirty-one, his predictions came true, though he had taken a slightly different route than he anticipated.

A final characteristic of the movers is that of active forms of protest. They will assert themselves on their own behalf; they will vigorously defend their programs or ideas when they are threatened. They make clear distinctions between criticism of their work and personal attacks.

The stuck, in contrast to the moving, tend to lower their aspirations, down-value their own skills, disengage from their work, form protective peer groups, and exhibit passive resistance in the face of conflict.

Lowered aspirations result from blocked mobility. The largest category of people among the stuck are those who never had much opportunity to begin with. Our systems are not providing the opportunities. Low promotion rates, short ladders and low ceilings in their career areas, mean that these people never had great expectations of upward movement. Most women clerical workers, supervisors of office staffs, retail sales persons, and service industry employees are in this category. The economics for these women is clear. Eighty-two percent of working women are holding down jobs in these categories, and they are earning less than $10,000 annually.

Just as organizations down-value these skills, so do the stuck begin to deemphasize their own skills. Instead, the stuck are more likely to value their peer-group culture. They tend to develop a stronger affiliation to their peer group than to the organization as a whole. The reaction of the stuck is the same whether we consider secretaries, close-to-retirement employees, or blue collar workers on an assembly line.

Passive resistance in areas of conflict is another response of the stuck. Foot-dragging, high rates of error, and never quite getting around to certain jobs are typical. Obviously, the organization as a whole pays a price for the stuckness of its employees.

How do people get stuck? Some become stuck because they lose out in the competition as the pyramid decreases the number of jobs available.

Of particular concern to women is the danger of getting stuck because of coming to the right job through the wrong path. This is one of the pitfalls of carelessly applied affirmative action programs. Because of pressure to promote women, they may be moved into positions for which they are well suited; yet they may lack the in-depth preparation for future jobs. People in this situation endure the frustration of having their expectations simultaneously aroused and crushed.

So we find that the presence or absence of opportunity is a significant factor, creating the moving and the stuck. This happens regardless of gender.

Let's look at power and powerlessness for a minute. In this instance, I'm defining power as the capacity to mobilize resources (people and things) to get the job done. Not necessarily synonomous with title, power is the ability to have influence elsewhere in the system -- beyond one's own area -- to be able to pull in what is needed to do your work. Power is something people attribute to one another on the basis of their performance credibility. That is, the person known to deliver on promises gets more resources and therefore can deliver, and therefore gets more.

I want to focus on the consequences of organizational powerlessness. Knowing that few women are in policy-making positions of any kind -- that less than five percent of managers are women -- I believe the consequences of powerlessness must be understood. The primary manifestations are first, the tendency to control subordinates, second, rules-minded behavior, and third, territorial protection (King-or-Queen-of-the-mountain syndrome).

In overcontrolling subordinates, the powerless supervise too closely. They hold back employees' careers, fail to develop subordinates' talents, and generally serve more as a watchdog than a manager.

In addition, displaying rules-minded behavior, they focus on the means, not the ends. Performance is measured by adherence to routine, not by accomplishments.

Territorial protection is another part of the repertoire of the powerless. Promoting only the interests of their work unit, forgetting about the rest of the organization, they feel a need to defend what little authority they have. They will fight anyone else who seems to be a threat to that territory. Research has shown that the smaller the degree of authority a person actually has, the greater the rigidity they will use in defending it.

Think about this -- challenge your own assumptions -- the next time you hear someone say they don't want to work for a woman manager. Most people want to work for someone who can get things done. Consider the possibility that what they are really saying is "I don't want to work for a powerless boss." The stereotype of the woman boss is a profile of powerlessness. But the fact is that women who have achieved positions of authority and who have sufficient resources to get the job done, have people standing in line to work for them.

In terms of power and opportunity, there are cycles of advantage and cycles of disadvantage. In the presence of opportunity and power, both men and women display ambition, commitment and motivation. This leads to more opportunity and more power. I challenge you as leaders in this state to build in new structures of power and opportunity for the women of Florida. Question the old assumptions. The next time you hear a discussion of the small number of women ready to assume key positions, take a long look at where the blocks are in your system. For we continue to create our own reality, and we are the ones who are going to have to change it.

The final area I want you to focus on is that of effective numbers. What difference does the relative number of men and women present in a work setting make? Or as Rosabeth Kanter has phrased it, what's it like to be an "O" in the middle of a group of "X's" -- to be one of a kind? An excellent slide tape on this topic, "The Story of O," is being shown here at the conference, and I encourage you to see it.

The first phenomenon of introducing an O into a group of X's is the greater visibility of the O. You remember the O's name. You remember that there was an O in the group. The O is on display and therefore bears the "O-ness" of an extra performance pressure. O needs to be a good O as well as a good worker. O is therefore noticed for being different, as a representative of O's, not for the job being done. So we hear: "Well, we just hired our first O manager," or "Do you think our company is ready for an O in that position?"

It's stressful to be an O in the midst of X's. A typical response is overachievement -- being a super-O, proving a thousand times over that O's can do it.

Some O's try to hide their O-ness and look like X's, trying to be "just one of the X's." Even if successful at this, the best they could be is an imitation X.

Other O's avoid the spotlight, trying to become invisible. There's a story about the only woman member of a corporate board attending her first meeting. Trying to be inconspicuous, she took a seat along the wall in a corner. As a result, when she spoke, nearly every man in the room had to swivel around to see her. O's are never invisible in the midst of X's.

In addition to higher visibility, O's also provide a new point of contrast for the rest of the group. X's never know they have so much in common until an O walks in the door. The difference among all the X's is suddenly less obvious. So X's become self-conscious in the presence of O's. Suddenly, getting on and off of elevators and picking up the lunch tab present a problem -- and there was never a problem before that O came. Consequently, X's tend to exaggerate their culture, proving they are a group. X's begin to apologize for their regular language, thereby emphasizing the difference.

In order to become part of the group -- and it is important to be part of the group -- O's may set out to become an exceptional O, proving they are not like the others. They may fall into the "Queen Bee" syndrome as a way of building their own position. They may laugh at jokes about O's. All of which leads X's to conclude that O's are their own worst enemy. This then leads X's to say they would like to hire more, but the other O's wouldn't allow it.

Another result of tokenism is stereotyping. It's easier to stereotype one than many. As soon as more O's enter the scene, it becomes apparent that they are not all alike. I know that Patricia Roberts Harris, Secretary of HEW understands this. When invited to join a board as the only woman, she refuses to do so unless a second woman is invited.

Stereotyping leads to jobs getting labelled "O" slots, and O's get encapsulated in certain areas. Then we find the "mistaken identity" phenomenon in which all women are taken to be secretaries.

O's are also presumed to fit into stereotypical categories. The categories for women are mother, sex object, pet and militant. The token mother is expected to be the nurturer. She is the good listener, the counselor, the steadying influence, the backbone of the organization.

The sex object is seen as fair game for teasing and various levels of competition among male co-workers.

The pet is the cheerleader. She is expected to be always friendly, ever cheerful, boosting morale for the guys who are doing the work.

There is even a role for the women who are not content to stay in these patterns, who are setting out to break the rules and move into new roles. They are stereotyped as the militant.

The cost in lost skills is very high, however, when systems deal with stereotypes rather than individuals with skills and talent to give. We lose sight of potential if we buy into blinding stereotypes. Again -- we create our own reality.

To move women into the mainstream of Florida's economy, you will need to provide structures of power and opportunity. You will need to change the numbers game. You will need to be creative to see to it that women have a chance to be recognized for, and rewarded for, their skills. That women are given visibility, credit for their work.

Become aware of your chance to serve as mentors for women, as others have done for you. Research has been done in which top managers were asked, "Why did you choose to serve as a mentor for this particular young man?" A typical response was, "I don't know. I guess he reminds me of myself when I was young." How many men can look at young women and say, "She reminds me of myself when I was young?"

Look at existing career pathways to see if they are open-ended. Look at your systems with a fresh perspective. You are the creators of the future.

To quote June Singer, author of Androgyny: "Suppose someone were to say to you: 'You now have the capacity to remove from the face of the earth every living human being, and you may create ... a new race with all the characteristics needed to build a new society according to whatever plan you might devise.' Furthermore, suppose that all the money that you might require were at your command, and also all the technical equipment. And, suppose you were empowered to discard any of the old, worn-out traditions or laws that would hamper your freedom to apply all the means at your disposal to create the kind of world that you would decide to have.

What would your world be like?"

She goes on to say that "one lifetime would not be long enough to accomplish this task, even if we were able to conceive and plan the superproject." However, a hundred years from now ... this question will have its answer .... By precept and example, people will have taught the succeeding generations how to operate this world of the future. The lessons as to how the new world should be operated will have proceeded according to the ideas of this generation, whether we're conscious of it or not. Also, the buildings that we will have built; the land we will have replenished or exploited, the politics that we will have voted for, the morality we will have espoused [and the status which we will have chosen for women] will all be part of the equipment that our children will use to plan the life of the human system.

"Like it or not, knowingly or not, we design our future and the future of life on this planet."

SUMMARY OF ROUND TABLE DISCUSSIONS

Forty-eight leaders from around the state led round table discussions following Ms. Caldwell's presentation. Invitations to participate were sent to all state agency heads by Governor Graham. The Honorable Wayne Mixson, Lieutenant Governor of Florida, invited leaders from business and industry; Dr. E. T. York, Chancellor of the State University System of Florida invited university presidents and members of his staff; Dr. Lee Henderson, Director of the Division of Community Colleges, invited presidents of community colleges; the Honorable Ralph Turlington, Florida's Commissioner of Education, invited members of his staff; and Ms. Debbie DeLee, Executive Director, Florida Governor's Commission on the Status of Women, invited members of the Commission.

Each table had a list of three topics relating to barriers to the advancement of women and were asked to reach consensus on recommendations of ways to assist women to move forward in leadership roles. Large display boards located around the conference area were used to record the recommendations and were available for additional recommendations as the conference proceeded.

Slips of paper inviting additional recommendations were stacked in all conference areas.

After the conference the recommendations were consolidated, finalized by the Statewide Planning Committee at a follow-up meeting and sent to the Governor on November 30, 1979.

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THIRD GENERAL SESSION

INTRODUCTORY REMARKS

Cleo Higgins
Vice President for Academic Affairs
Bethune-Cookman College

I bring you greetings from Bethune-Cookman, where as an activist in our cause, I am the AAUW corporate representative. While we have no Women's Studies Program at the college as yet--we do have one course in women's literature--we have been fortunate to have shared a creative piece of writing on a great woman of the past, a monologue written by Dr. Judith Ochshorn, who heads the Women's Studies program at the University of South Florida.

Dr. Ochshorn wrote a monologue, and she titled it "Susan B. Anthony Speaking." It closes with these words of Susan B. Anthony. As she says, "I know what a protracted, agonizing and sometimes lonely struggle it can be to try to revolutionize deep-seated attitudes. Old customs and conventions die hard, and few groups in power volunteer to share or relinquish their power. But I've been around long enough to know that courage and success, my daughters, go hand in hand."

We've heard so far, and I must refer to it again, Dr. Willie's magnificent, stimulating, and provocative address. He came across to me as a deeply religious man, one who was unafraid to bear witness to the eternal truths in which he believes, one who has the courage of his convictions, as a sociologist, a psychologist, and most of all, as a thinker. I heard him say to us, as women, persons who are concerned about the advancement of women in all areas, that we might take our stand, even as he has taken his stand, at Harvard, saying even as Martin Luther, before Martin Luther King, said, "Here I am; here I stand. I can do no other."

From the preceding session, Betty Caldwell has shared with us Rosabeth Moss Kanter's Men and Women of the Corporation. I might say that I had the fortune to use that work as a text in the Institute in Higher Educational Administration for women at Bryn Mawr this summer where I had the fortune to hear Dr. Garry Hays, who is on our presentation here this afternoon. I recommend it to you. And, I recommend, especially for the sake of communicating, and for the sake of winning the majority to the minority's cause: Let's network. Let's get the word out, and get the numbers in and together.

Now much planning has gone into varying the format of the successive conference sessions here, stressing the responsibility of Florida's community colleges and private and state universities, to prepare women for leadership roles throught society. This third general session of the Conference on Women has arranged especially experienced speakers and panelists in pairs to present and to react to strategies of advancing women in 1) higher education, 2) state government and the judicial system and 3) business and industry.

Though the private college is not presented by a speaker in this session, I'd like to express my gratitude to the Statewide Planning Committee for the opportunity to preside over this session, In a way, I represent the private and I might say the minority minority in higher education. I speak really of Bethune-Cookman College, a church-related, four year, co-educational, liberal arts college founded by a black woman when there was no way. To illustrate the college's concern and involvement in the action of this the "Women Moving Forward," I'd like for you to know that today there are eight BCC women in attendance here. I believe this some kind or record.

I now present to you Dr. E. T. York, Chancellor of the State University System of Florida, who needs no documented review of his qualifications for leadership and service in higher education. My first meeting with Dr. York was in 1974, though he probably does not remember me, at one of the most stimulating meetings--and I think he agrees--of our times. It was the IT & T seminar at Palm Coast where a great deal of money was spent to bring together an awesome array of thinkers on the issues of our times. Dr. York was one of those thinkers presenting there, along with Schilling of literature, Watson, one of the co-discoverers of DNA, and William Buckner.

It it thus my pleasure to present a champion of opportunity for advancing the cause of women in the State of Florida, Dr. E. T. York.*

*Text edited from conference tapes.

INTRODUCTION OF SPEAKERS

E. T. York, Chancellor
State University System of Florida

Thank you, Madame Chairwoman. We're learning, Professor Willie, slowly, but we're learning.

I was in the hotel manager's office this morning for a few moments, and I saw there on the bulletin board some words of wisdom that I would like to share with you briefly this afternoon. I'm sure this was not put there just for this conference, because the paper was already beginning to show a little yellow, reflecting its age. It reads, "Whatever women do, they must do twice as well as men to be thought half as good. Luckily, this is not difficult." I would suggest that this might provide a note for us to begin our third session here this afternoon. Thus far in the program, we have considered how we might overcome institutional impediments to affirmative action and how an open system, from the standpoint of employment opportunities for women, might be developed and maintained. I think you would agree that the stage has been set quite well. I was particularly impressed with the enthusiastic involvement here this afternoon in the session following the discussion in which everyone had an opportunity to participate, and to make contributions to this conference in a very direct way. With this background, it is appropriate that we might now examine some specific strategies for the advancement of women in various sectors of employment. I'm sure we've all observed that some efforts have been more effective than others in achieving desired goals in this area. It should be helpful to us all to examine some of the strategies or approaches used by others which have been so productive. With this in mind, we have three unusually well-qualified panelists who will discuss strategies for the advancement of women in major sectors of employment.

Now in order to reduce the turn-around time here, I would like to introduce all three at one time. As we present them, we will ask them to stand or raise their hands so you can acknowledge their presence and then when we have introduced all three, each in turn will come to the podium, without further introductions. To consider this subject from the standpoint of higher education, we're very lucky to have the Chancellor of the State University System of Minnesota, Dr. Garry Hays. A graduate of Southwestern College in Kansas with a graduate degree in history from the University of Kansas, Dr. Hays has written and spoken widely on the advancement of women, and the management of higher education, as well as on collective bargaining in higher education. We're very pleased to have Dr. Hays speak on this very important subject. Dr. Hays, would you be recognized?

Our next speaker will be Mr. Dennis M. Ross, who is currently serving as Deputy Chief of Staff in the Office of Governor Bob Graham. In this position Mr. Ross assists the Governor and the Chief of Staff in administering the state's planning and budgeting activities, as well as cabinet and legislative liason and various other coordinative responsibilities in the Governor's office. Prior to his appointment to the Governor's staff, Mr. Ross served as Director of Administration for the City of Tampa, a position he held from 1977 to the end of 1978 when he joined the Governor's staff. Between 1974 and 1977 he served as Assistant County Administrator for Hillsborough County. He began his government career as a school teacher and social worker. Mr. Ross has a bachelor's degree from the University of Florida and has done graduate work at that institution. We're fortunate indeed in having a person to discuss strategies for the advancement of women in government and in the judicial system, a person who's had such extensive experience in all three levels of government--state, county, municipal. Mr. Ross.

The third member of our panel will discuss strategies for the employment of women in business and industry. Our speaker obviously can address this subject from a unique perspective and background. Ms. Rebecca A. Doyle is owner and chairman of the Board of Rebecca Industries, Incorporated, which I understand is a holding company comprised of a number of different organizations located in Clearwater. Ms. Doyle is involved in a wide range of professional, corporate, and community interests. Earlier this year she was afforded special recognition by the Florida House of Representatives and in 1978-79 was named American Businesswoman of the Year. Certainly Ms. Rebecca Doyle can speak with first-hand knowledge on the subject of the advancement of women in business and industry because as Professor Willie might put it, she's been there. It's a real pleasure to have you with us, Ms. Doyle. And now, Dr. Hays.*

*Text edited from conference tapes.

STRATEGIES IN THE ADVANCEMENT OF WOMEN IN HIGHER EDUCATION

Garry Hays
Chancellor
Minnesota State University System

Thank you very much, Chancellor York, Vice President Higgins. I am pleased to be invited to participate in this conference, and I commend the sponsors for their initiative in focusing this state's attention on a very important and crucial issue. The task which you are addressing in this conference is not an easy one, as you know, and it is one which I approach with some ambivalence. On the one hand, there would appear to be little cause for optimism. The record of higher education in this field is not good. Even in times conducive to change, educational institutions tend to be among the most conservative of all institutions in making fundamental changes and in undertaking needed reforms. And now, throughout the country, Proposition 13 mentality, future enrollment declines in most states--with the resulting layoff of many faculty -- a shrinking job market, and unionization with its emphasis on job security and seniority at all costs, all combine to exacerbate that conservative tendency.

On the other hand, however, that pessimism is tempered by a rather personal knowledge that things can change if there is sufficient commitment and sufficient effort. It is from this latter perspective that I share with you some observations based upon the experience of the university system in which I work.

To provide a little context for my remarks, it might be helpful for you to know that three years ago in our system the only woman in a top level management position was a woman in central administration, an Associate Vice Chancellor for Academic Affairs, whom I had appointed while serving as Vice Chancellor for Academic Affairs. I should also perhaps say for context that the system in which I work is comprised of seven universities regionally located throughout the state. To establish the priority, and to send a message to the campuses, my first act the day after the Board named me Chancellor was to promote, without a traditional search and without a search committee, the Associate Vice Chancellor to the position of Vice Chancellor for Academic Affairs. Today, in addition to that position, the Associate Vice Chancellor for Academic Affairs in Central Administration, the Associate Vice Chancellor for Finance, the Executive Assistant to the Chancellor (which is more than an inflated secretary's position), two of the seven Presidents, two of the seven Academic Vice Presidents, one Assistant Academic Vice President, three Deans and several Associate Deans are all women.

I mention that, simply to say that as self-evident, even redundant, as it might seem, fundamental to increasing the number of women in administrative positions in higher education is an active commitment by the governing board and by the chief executive officer of the system and of the individual universities. A passive expectation, occasional admonitions, publication of affirmative action policies, or assertions on vacancy announcements about being an Equal Opportunity Employer -- all are insufficient. Rather, commitment must be demonstrated in two fundamental ways: by example, and through operating procedures.

For example, a predominantly male Board, which has hired only male Presidents, is not in a strong position to encourage its administrator to appoint women. Moreover, the commitment of the chief executive officer who makes predominantly male appointments, and who continues to utilize traditional search procedures, will be understandably suspect. The softness of that so-called commitment is inevitably communicated to others within the institution and throughout the system.

As important as it is to communicate an expectation, a commitment to advancing women into administrative positions must be made operational. A place to begin is with a systematic approach to setting goals for hiring. Early in the movement for equal opportunity, great emphasis was placed upon affirmative action policies which usually included a statement of commitment, requirements that search committees be representative of women and minorities in the institution, and that vacancy notices be published in publications likely to reach a wide audience. Thus we have beautifully worded policies, we spend large sums of money placing advertisements, and institutions continue to make predominantly male appointments to administrative positions. Initially, few evaluated the effectiveness of the publications in actually producing more women applicants, and search committees which have simply added a few women and a few minorities, continue to operate pretty much in the same manner. They are now simply able to demonstrate, when they offer up the three to five names of white males to the appointing board or the appointing administrator, that they have placed X number of advertisements, and they have received Y number of applications from either women or minorities.

The total number of women in the institution may have increased somewhat during those years, but not in each department or administrative unit, and not in any reasonable relationship to the number of women in the academic marketplace. I do not mean to suggest that statements of policy were not and are not needed, or that the communication of vacancies did not need to be broadened. Those were necessary early steps. But they are not sufficient steps.

In addition to statements of policy and intent, institutions need to establish by department and by operating unit within every administrative division, goals by occupational level, for affirmative hiring.

For example, in our system the staffing of each unit is analyzed in some seven different occupational levels or categories: executive, faculty, and within the faculty by academic department, professional nonfaculty, and so forth. Current staffing patterns are then viewed in comparison to the number of vacancies and/or additions known or anticipated for the coming year, and in relationship to the market availability in each of those categories. Each president then submits to my office affirmative action goals for each unit and for each category. The people on my staff who have responsibility in the area of personnel and equal opportunity then review that material. After their review for accuracy and completeness, I then personally review every report by unit and by category. After our internal review, my staff and I then have a conference call with each of the Presidents, her or his Academic Vice President and Equal Opportunity Officer, in which we discuss their report of the last year, and their proposed goals and timetables for the next year. We raise questions about why goals were not established in certain areas, why goals are not more demanding in other areas. We then give the campus administrators an opportunity to make changes prior to submitting their reports and their goals and timetables to the Board.

This approach, in our judgment, has several advantages over the more generalized affirmative action intent. First of all, it emphasizes a need to appoint women in all occupational categories and in all units or departments. For example, an institution cannot satisfy an affirmative action goal simply by appointing female faculty in departments or administrative units that historically have been more open to women, thus letting other units or other departments continue to appoint white males. It also focuses attention on areas badly in need of affirmative employment, and it takes into consideration market availability, thus permitting more rational goal setting, including expectation of higher goals in those areas where the number of women in that particular pool is greater. To create a better and more specific procedure for identifying goals will not, however, produce any better results than the more generalized statement of affirmative action unless it's taken very seriously.

Thus, consideration of the quality of work done in making the analysis and establishing goals, and the quality of the effort in achieving those goals, ought to be a part of the performance evaluation of supervisors and ultimately of chief executive officers of universities and of systems. This is, I believe, an important part of an

effort to enhance equal opportunity for women. It does not mean that one creates an environment of fear, nor does it imply that failure to meet a goal necessarily leads to punishment. We know that not all of the goals will be met. In fact, the Presidents in our system know that they will be evaluated more negatively for not setting challenging goals than they will be for setting easy goals and then being able to demonstrate that they met all of their goals. Thus the top level administrator has a very real stake in assuring that subordinates take the process seriously, that a more rational and systematic procedure is developed, and that a quality effort is made.

If goals are to be met, changes in the search process are also required. First, control of the search process must be reclaimed, in my judgment, by the appointing authority. I remain skeptical that, despite so-called affirmative advertising and more broadly representative search committees, much progress will be made as long as search committees are permitted to offer up three to five names from which the appointing authority--whether it's a Dean, President, Vice President, or the Board, in the case of Presidential appointments--must choose. I would submit to you that that's a very poor way to select administrators, anyway, affirmative action considerations notwithstanding. In the case of two high-level administrative appointments in our system, neither woman would have been selected had the traditional role of a search committee been permitted. In one case, the campus search committee did not even recommend that the woman candidate be interviewed. She was interviewed only upon the insistence of my office that she at least must be interviewed. After the interview, she was the unanimous choice, not only of the search committee, but of the President and the other administrators who had interviewed her. In the other case, the woman was not the top choice of the committee. This was a search where the President had initially permitted the committee to rank the candidates in a more traditional way. The committee ranked a white male candidate number one. Had the President of that institution folded to the pressure of the search committee, we would have had another white male appointment rather than one of the most dynamic Academic Vice Presidents any place in the country.

Thus chief executives who are serious about enhancing opportunities for women in administrative positions ought to use committees in an advisory role, but should make clear that the final choice is hers or his. Now I grant that this reclamation of executive authority is difficult in the face of tradition in higher education. We have been aided somewhat in our system by the fact that we have a collective bargaining agreement that has a strong managerial rights clause in it. I do not mean to over-simplify the process, however, even where such a clause exists. We are undertaking the fifth Presidential search since we moved to this approach in our system. In the previous four searches, the faculty union refused to participate in the process, at least officially. Later

they came around and said, "Well, couldn't we somehow though just visit with the candidates? We don't want to officially participate, but we would like to visit with them." On the other two searches, all of the unions did participate. The fifth we're starting right now. And the last word that I received late yesterday afternoon before leaving home, is that the three employee union groups, the student senate, and the alumni association had all refused to participate in the process because it was not the traditional kind of process. My point simply is that a board must be willing to say, "Thank you very much; we would like to have you involved, but if you choose not to, we will proceed anyway."

A second change in the traditional search that is helpful in attracting, evaluating, and appointing women candidates is to describe a position more in terms of competencies required and less in terms of traditional educational and experience training. For example, an announcement of an Academic Vice Presidential Vacancy that specifies Dean level experience as one of the desirable qualifications, severely limits the number of women who will apply. However, to describe the competencies required for an Academic Vice Presidency will not only increase the number of women applicants, but it will also increase the likelihood that those applicants will be competitive in the screening process. In the appointment of a woman President and two women Academic Vice Presidents in our system, the "highest position previously held" was that of an Associate Dean. Yet all three of those people had the ability and the competence to compete successfully for their respective positions.

Equally important, the nature of the search itself requires modification. Women quickly found that an advertisement in Ms. did not mean that your applications would be taken any more seriously than they would before. The fact that women applicants were frequently used to make affirmative action reports look good caused many of you simply not to apply or to stop applying after a while. There are several aspects of the search which can be changed to increase the number of women candidates. The first is simply to communicate to women by practice, rather than by rhetoric, that opportunities are in fact available, such as appointing women to administrative positions at all levels, in all units. Until there is evidence of such commitment, the customary way of getting applicants will need to be supplemented. Initially, one can learn of possible candidates in the same way the old boys did for years. That is, by contacting acquaintances around the country, in this case people who are committed to increasing the number of women administrators, and who are in positions that permit them to know who the likely candidates are.

After obtaining names in this fashion, we've had some success in visiting prospective candidates very early in the search, rather than at the tail end of the search. There are a number of advantages, we feel, that make this worthwhile. First of all, it provides an opportunity for the

individual, who is considering whether or not she wants to become a candidate, to have a better understanding of the position, the nature of the institution, and the competencies required for that position. A visit also indicates to prospective candidates a serious effort to seek women candidates, more so than simply sending a letter saying that she has been nominated. The conversation also gives us some basis to assess a particular individual, and thus provide more knowledge during the early screening process than is possible from credentials alone, particularly in the case of a candidate who does not have experience traditionally expected for a given position. Moreover, even if a particular individual is not interested in that position, or in that institution, or even if she is not offered that particular appointment at that time, personal contact has been established, which may lead to another position in our system. Twice, unsuccessful women candidates for Presidencies in our system have later been appointed to Academic Vice Presidencies, and one of those people subsequently a year ago became one of our Presidents.

However, one characteristic of the old boys' network is that the names of the same old boys keep getting referred. That network is as closed to men who are not a part of the club, and who do not make a career of walking the corridors of national conferences, as it is to women. Thus, it is important to develop more systematic procedures and networks so that women who have the interests and the ability, but who are not yet known by someone in a position to make a nomination, have an equal opportunity to have their names circulated as well. There is a need, in other words, for a national network, that is known by and accessible to all women who are interested. Such a network, as many of you know, is in the process of developing; in fact, it is well along in its development. That is the program of the American Council of Education called the National Identification Program. The Associate Executive Director of that program is on this agenda later, and I would be greatly surprised if she doesn't say something about that, so I won't. But that is the kind of network to which I refer. I would simply say, and leave to Ms. Donna Shavlik anything else that she wants to say about it, but the network really can work. We have a number of appointments in our system, of people whose names we first received through that network which is developing among women throughout the country. I will give you one brief example. A couple of years ago at a cocktail party that Donna Shavlik and Emily Taylor of the Office of Women in Higher Education hosted in Chicago, Donna introduced me to a woman who was then Associate Dean at one of the Florida Universities. I'm very happy to report to you that person is doing an excellent job as Dean of Arts and Humanities in one of our universities, and we thank you very much for that contribution.

To enhance communications, and to minimize duplication of effort within our system, we have attempted to establish a vita bank in our office for the seven state universities. I mention this and just a few other

examples to illustrate what I think can be done to develop some regional underpinnings for a kind of a national network. After a search is completed, in a given university, the names and resumes of women and minority candidates are forwarded to my office if the candidates so desire, and are then made available when other administrative vacancies occur in other of our universities. We're also initiating a procedure to include names of women faculty in our system who are potential administrators, but who have not yet had a chance to be a candidate, to get into a network, and to have their name referred.

I offer a cautionary note, however, about the use or misuse of so-called vita banks. I know of several cases, and I'm sure the women in this room can cite many more than I can, of women who did not even know their names had been submitted as a candidate for a position until they received a letter back saying, "Thank you for permitting us to consider your candidacy; however, we regret to inform you that you're not among those remaining under consideration." In short, their names had been used to make an Affirmative action report look good in some search process. Thus names of possible candidates should not be referred indiscriminately, no matter how good the motive might be.

Beyond these efforts of communication, institutions need to establish more formal and informal ways of assisting women to acquire experiences which prepare them for higher level positions, and then to promote them. A place to start is with a review of the traditional educational and experiential requirements for certain kinds of positions. Many women are excluded from entry into lower and middle level administrative positions because of inflated or artificial requirements. I know this is heresy, but I would submit to you that the Ph.D. or even the Master's degree is not needed for every conceivable position in educational administration. In our office we have three women in middle management positions who started in secretarial positions. Three others have moved into middle level management from entry level or staff positions. Lack of certain kinds of experiences can be compensated for by on-the-job training or seminars in specific areas. The appointment of women as acting Deans has provided good administrative training, and affords the woman faculty member an opportunity to see if she really does want to move into administration. In two cases recently, women Acting Deans were subsequently appointed permanently to those positions. Involvement of women in ad hoc administrative assignments can also permit them to test their interest, broaden their understanding of university administration, and acquire needed experience. Some of our universities have established administrative internships for women, or rotating appointments to certain kinds of positions, like Executive Assistant to the President, or Assistant Academic Vice President. Two of our universities have positions on a rotating basis which are filled exclusively by women.

It is not sufficient, however, to simply make the appointments and then consider the obligation to affirmative action satisfied. An issue that needs much more attention in higher education than it is now getting is

the issue of what happens to women administrators once appointed. There are several aspects that are apparent to me, and I'm sure there are many more aspects that are apparent to the women in the audience today. I want to mention only two or three that seem particularly significant to me.

One is what we might call the "sink or swim" problem. It takes various forms. Sometimes it takes the form of a very well-intentioned male administrator who does seek out women candidates, who does make the appointment, but then fails to provide the instruction, the guidance, the support, out of fear of appearing chauvinistic or condescending. Some of these supervisors tend to be too protective, too concerned about not "discouraging" women employees. There results then, another kind of sexism: a failure to provide constructive, critical evaluation that will help that person not only succeed in her present job, but to advance into a higher level job. I would suggest that this occurs with male supervisors and male subordinates as well. But I think the problem is worse with a male supervisor supervising women staff members. Or sometimes it takes the form of supervisors assuming that the new woman administrator really knows more than she does. Somehow you're supposed to be superwoman, when we wouldn't expect that same expectation and that knowledge immediately upon making an appointment of a white male.

Another form it frequently takes is in the informal area, the failure of male supervisors to include women staff members in the informal situations: lunch, discussion over drinks, the after-hour bull session, where a lot of the ideas are discussed, and a lot of the work gets done. Thus, we have a Catch-22 situation. We make the effort to seek women candidates, we make the effort to appoint, then we do not take the next step to do the kinds of things that will not only assure against failure, but help that woman advance on into a higher level position. When failure does result, from lack of constructive criticism, it becomes a self-fulfilling prophecy for the traditionalists who want to say, "I told you so: she shouldn't have been appointed anyway."

I would suggest that this is not exclusively a problem of male supervisors. Occasionally we see on the part of women supervisors a little bit of the I-made-it-on-my-own syndrome; and therefore, "she's going to make it on her own also."

Another facet of this problem is what we might call simply, "entry is dead-end." We appoint women to entry-level positions, then we assume that the task is over, and we have no further obligation. There are many other facets of this that I think need to be explored throughout higher education if we're going to be serious about developing strategies of moving women in the higher level positions.

Finally, however, I return to commitment, not only of top-level executives, but of others within the institution. Communication networks can be established, search procedures can be changed, we can have all kinds of

professional development plans and programs implemented. Only, however, when those in positions of authority effectively make the changes, will the number of women in administrative positions significantly increase.

Thank you very much.*

*Text edited from conference tapes.

STRATEGIES IN THE ADVANCEMENT OF WOMEN IN STATE GOVERNMENT AND THE JUDICIAL SYSTEM

Dennis Ross
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Office of the Governor, State of Florida

Dr. Hays, you did a marvelous job of laying out a blueprint for action. I think anyone who has been in this business for a period of time has to appreciate that you have essentially dealt with all the main topics. My comments will be limited to dealing with those issues which the Governor, this morning, characterized as the real, tough practical problems of achieving success in the State's Affirmative Action Program. He laid the predicate this morning in terms of commitment. I'm going to deal with some existing situations that I hope will dramatize the magnitude of the problem that occasioned the Governor's remarks this morning. Others today and tomorrow will speak to the strategies of achieving commitment to real progress. Happily for us, and for those women and minorities who seek entrance or advancement in state government, the need for commitment from the top has been resolved. You heard from the Governor an affirmation of that commitment and I've had the personal opportunity to observe the Governor implement that commitment in his daily actions.

To the point, let me share with you an outline of the Governor's Executive Order, 79-50, which was issued on July 4th of this year. That order requires affirmative action to bring blacks, Hispanics, other minorities, the handicapped, and women, into state government without delay. In the order the Governor said, "Florida and the nation have the laws and regulations to guarantee equal job opportunities for all of our citizens." This order represents a positive commitment to affirmative action by actual example. On this date 203 years ago, the American colonists departed from rhetoric and initiated a movement toward freedom from England with their Declaration of Independence. It is essential that we follow that example and begin immediately to elimiate sexism, bigotry, and bias. This initiative is especially timely as a result of the U.S. Supreme Court's recent ruling in United Steel Workers of America versus Weber, that Title VII does not prohibit a voluntary race-conscious affirmative action program. I am today declaring that State and Federal Civil Rights laws are matters for vigorous enforcement, not avoidance or evasion. In this Executive order, the Governor laid down the following elements for all of State government. First, the State of Florida shall vigorously enforce

State and Federal Civil Rights laws relating to equal employment opportunity and affirmative action. State government must set an example by taking exhaustive, demonstrable, and measureable efforts to secure employment opportunities for blacks, Hispanics, other minorities, the handicapped, and women. Secondly, all State agencies shall report to the Office of the Governor, through the Department of Administration, an Affirmation Action Plan within ninety days of this order.

In addition to these general requirements for all of State Government, the Governor requires special efforts of agencies directly under his authority. First, and this is very significant, the performance of department secretaries and other personnel exempt from Career Service who are under the jurisdiction of the Governor, will be evaluated on the timely achievement of affirmative action goals. Second, each Secretary of a gubernatorial agency must designate an Affirmative Action Officer within the agency and shall make special efforts to accelerate the advancement of minority and women employees to supervisory and managerial positions. Third, and last, each Secretary of a gubernatorial agency shall institute a program for identifying the skills areas and professions where women and minorities are underrepresented in the labor force and shall cooperate with the Department of Administration in developing programs designed to attract minorities and women to the labor force and to positions in state government. That is the outline of the Executive Order.

In addition, to complete the circle, on August 7, 1979, the Governor and Cabinet enacted a resolution requiring that the agencies under their jurisdiction as well as the departments directly under the cabinet officers, submit an Affirmative Action Plan within ninety days. The resolution also called for periodic reporting on the results of the implementation of the plans. These two documents then, set the foundation for action by state government in dealing with this topic.

Speculation as to the need for commitment to affirmative action can, in my mind, best be resolved by reference to the simple facts regarding the employment picture of Florida state government. And they aren't good. In order to focus on those aspects of the State's employment picture, I would like to speak directly to the theme of this conference, which I believe is worth restating, "Improving Florida's Economy Through Leadership, Power and Influence." Based on that assumption, it's my feeling that the opportunity for a person to exercise leadership, power, and influence is often directly related to the amount of money paid

to that person. So I've selected employment data that relates to persons making $16,000 per year or more. I'll give you that data at three levels, for state government overall, including agencies under the Governor's direct supervision, the cabinet agencies, the courts, the universities and so forth.

I'll give you a little more data as it relates to the Governor's own agencies where he can have the greatest personal impact through his own leadership. And last, just to make sure that the accountability hits close to home, we'll discuss the Governor's office structure itself. Although my remarks will concentrate on the issue of women's employment, the basic patterns reflected apply similarly to blacks, other minorities, and the handicapped. State government overall, as of June, 1979, employed over 16,000 persons who were paid $16,000 per year or more. Of these, 93% were white, 4% black, 2% handicapped, and 17% women of all races. Women constitute, as you are probably aware, 19% of the total public and private work force in the administrative and managerial category and 41% of the total technical and professional work force' If one assumes that employees in those categories are most likely to be paid in excess of $16,000, which I think is a reasonable assumption, the evidence is clear that we in state government are significantly under-utilizing the job skills of women which are already available in the marketplace. As you also know, the available skills data should be used only as a minimum goal, and movement towards the total available work force statistics must be considered, and is essential, if we are to achieve true affirmative action.

When the data from the Governor's own agencies is reviewed, the picture is somewhat brighter, but not much. Women comprise 23% of the 6,000 employees of the Governor's own agencies who make over $16,000, versus the 17% overall for state government. In order to further lay out for all to see the base line from which we are to progress over the next three to four years--and hopefully eight--I would like to share the figures for $16,000 and over employees on a department by department basis, for those 6,000 employees under the Governor. These are the raw, naked facts. Commerce, 19%, Administration, 19%, Community Affairs, 23%, Business Regulation, 9% Labor and Employment Security, 23%, Transportation, 2%, Environmental Regulation, 7%, Professional and Occupational Regulation, 27%, H.R.S., 38%, Corrections, 7%, and the Governor's Office, 24%. It is evident that those Departments that show the lowest percentage tend to have a concentration of technical, engineering, or law enforcement occupations. These are the areas, of course, where the toughest battles to bring about true affirmative action must occur.

As you will recall, the Governor's Executive Order calls for the development of special work programs to deal with those employment categories where the labor pool itself must be expanded to achieve full utilization of women. The Governor, in the Affirmative Action Plan adopted for the Governor's office itself indicated and I quote "It is the intent of the present administration that the Affirmative Action Plan of the Office of the Governor provide a model for all state agencies. And the department secretaries of gubernatorial agencies will be held accountable for their efforts in adhering to a similar policy in their respective departments. A total commitment by every individual involved in the personnel process, to this program, is necessary to achieve the goal of elimination of barriers, to full utilization of human resources and making equal employment opportunity within the state a reality."

Based on that charge, and given my promise at the beginning of these remarks to deal with those real, tough issues, let me share with you the current status of the Governor's office in utilizing women. In the managerial administrative category, women comprise four of twenty-five positions for a total of 16%. This compares to 19% of the total work force. In the professional and technical categories, women comprise 50 of 139 employees, or 36%. This compares to 41% in the total work force. In the office and clerical series we've done a marvelous job. We have 77 of 78 or 99%, as compared to 75% in the total work force.
In the service and maintenance area, four of eight, or 50% are women, which relates to the 57% of the total work force. In the aggregate for the total office, 135 of 252 positions, or 54% is female, as opposed to 40% in the overall state work force.

Our plan, based on that data, and based on the kinds of people we feel we're going to be recruiting, is fairly simple. We will achieve by 1983 the goal that the number of women and minorities will exceed in all categories and at levels where they are currently under represented the percentage available in the work force. Our specific affirmative action goal for each category is to bring our utilization to a level equal to the total labor force. The base line of the governor's office from which we're beginning, and the predicted turn-over rate, which is substantial enough to permit change, allow us to set these as realistic goals. In several of the departments of state government, more modest goals are being established. However, in every case these goals will be required to reflect true affirmative action emphasis, and I'll harken back to the Chancellor's comments with respect to how you establish that base line in terms of requisite skills, labor force, and total labor force. We will in each instance require those agencies to move into that gap so as to be truly affirmative action in nature.

The Governor's Executive Order and the subsequent discussions on this topic he has held with departmental secretaries stress the two essential elements which must be present to ensure change: commitment and administration. I've dealt earlier with commitment. Those of us who have experienced the success and failure of affirmative action can attest that success is unlikely to occur in the absence of that top-down commitment. Equally important, however, especially in a large bureaucracy such as we are responsible for, is the development of an effective structure to enable the administration to plan. Without such a structure, monitoring becomes sporadic and imprecise, and the best intentions give way to the inertia of business as usual; even worse, the critical supportive elements necessary for success cannot be provided adequately thus giving those who want it, a way to slip out the back door. The framework for ensuring effective administration of this policy was laid down by the Governor during the 1979 Legislative session.

One of his top campaign pledges, which I hope many of you may recall, was to give personnel administration and human resource management the emphasis they have sorely lacked in state government. As many of you are aware, the planning and budgeting functions of the Department of Administration were transferred to the Governor's office, leaving the Department of Administration as essentially a personnel management agency. As a first priority DOA Secretary Nevin Smith restructured the Department in July of this year, and established a new Division of Human Resource Management. In August, the Governor and Secretary Smith appointed Miss Patsy Barber as the head of that division and Mr. Bob Woolfork, a black attorney, as the new director of the Division of Personnel, for the State of Florida. These appointments were in no small way a significant symbol of the dawning of a new era in personnel administration for State Government.

The Governor has charged Secretary Smith and his staff with the responsibility to develop and assist departments in the implementation of a personnel program that will foster the hiring, training, and career development of a work force that truly reflects the full diversity of our population. This program must analyze the current certification and selection process, the traditional career ladders and other basic personnel functions. Your belief in and full commitment to achievement of this goal are essential to the success of this effort. The fruits of this conference must not be lost. We look forward to sharing with you the outcome of the discussions that have been held and ensuring that these are given full consideration and integration into this new effort and thrust in personnel

administration. In conclusion, I'd like to mention one thing. The Governor this morning discussed Joan Didion's concept of a housekeeping contract. Apparently my wife has made a severe error in interpreting that contract because her emphasis was, "You wash and you dry." Thank you very much.*

*Text edited from conference tapes.

STRATEGIES IN THE ADVANCEMENT OF WOMEN IN BUSINESS AND INDUSTRY

Rebecca Doyle
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Good afternoon. I thought I'd just take a minute and lighten it up; it's getting pretty heavy in here. As I look around the room I feel quite challenged to be here. You see, I'm in business and industry. How many of you are in business and industry? Well, I'm not as much of a minority as I thought.

This is the first time I've ever felt so much out of my element. I'm basically an off-the-street person, basically worldly educated, basically just a person that likes to do a good job, a person who happens to own several corporations, a person who happened to start the first one at the age of 22, a person who is 29 years old right now, just a person who happens to be a woman which I'm very proud of. And they could do everything they could do to me, but they could never take that away.

I didn't know that my subject topic today was advancement of women in business and industry. I didn't know that that meant employment practices. I sort of felt that the advancement of women meant people. I mean we're people too; we're not just handicapped and black and Puerto Ricans, we're people inside. So the advancement of people is kind of a unique thing, something nobody talks about anymore. It's sort of like honesty, integrity--how about credibility? That's something that we have to work really hard to get to, not something that we earn with a college degree. It doesn't happen that way. When people come out of college and end up in the hard world, they say, "Oh no; I have to start all over again." I think colleges do a lot to prepare a person, but you do have to start all over in the world to earn credibility. But, from what I've heard in this conference I think it's a lot easier than in the higher education ranks or in government. I think the business world might be a little more equitable. We might give fairer chances. You see, there you can work 20 hours a day and succeed. It doesn't matter if you're male or female. You just have to work hard. There are no short cuts. Even crooks work hard. Let me tell you, I know a few. Everybody works very hard, and they need common sense.

That sounds like a very simple, basic thing--common sense. Sounds like a ridiculous thing that you'd hear anywhere, that you could just pick it up along the way in life. But I'll tell you one thing. When

I hire presidents of corporations, I look for basic common sense. I look for something that they have learned, more than just the technical part of their job: how to get around in the world, how to live with people. Do they work and play well with others? That's part of life. And it's something that sounds so simple. There are no big, fancy words for it, there are no tremendous, neat phrases, just do they work and play well with others? Then there is responsibility. Does everybody get paid for the amount of responsibility they take? Eventually they do. That's an interesting subject. That's one of the things that has people up in the air. I deserve, and I earned this and I should get more and I should do this and I should do that. Well, if you should, then you probably would.

Corporation owners and chairmen of the board and presidents are looking for bright, talented people. It doesn't matter where they come from, doesn't matter necessarily what their education is. But are they bright and talented? Do they have new, fresh ideas? Do they feel good in the job market? There's a saying that I use quite a bit, and it's something that people that work with me know. Money talks, bullshit walks, to be quite frank. But we're among friends, I mean we can talk honestly. Actually, I am a 92% employer, I have 8% majority males, we have it reversed a little bit. But, money talks. If you do a good job for your company, your school, whatever place you happen to be in life, sooner or later you get some of it. You don't get it by screaming the loudest and jumping up the hardest and kicking people and biting people. It doesn't happen like that. The business world is actually quite unique--I did not realize this until this conference. I've had the chance to talk to some wonderful people today, and I got a chance to see some parts that I really didn't realize were there.

So, might I invite you out into the business world, if you're not already there? It's really wonderful out there. I suppose it's only in America that you can do whatever you want to do, can be whatever you want to be. But that's not unique to Florida--it's anywhere in America. Now I happen to think that Florida's better, but then that's my prejudice. But it's not a unique quality. It's something that comes from inside of us, there's that ole' inner-space thing again. And our energy, how we use it. There's that thing. Do you know, that if I took two people under my wing today and told them exactly--maybe a mentor's a good word--if I told them what it's like in the business world, passed everything I knew on to two people, and the next day they passed it on to two more people, and the next day those two passed it on to two more, in eleven days 1,024 people would have been told the truth about life and how to share responsibility. In 20 days, roughly

524-some thousand would have been told. And in 25 days, 16 million and some-odd people would have been told.

Well, the point of all this is that it does start at home. It starts right here. You can't go shaking the top of corporate boards until you're ready to start shaking the top of your corporate heart. Starts right deep down. Well, it's much easier to shake somebody else up, isn't it? More fun, too, cause you get a little bit of aggression out. Practice what you preach, dig deep, get your cause--equality for people--do a good job, wherever you are, and pass it on. Have some basic understanding. Not everyone in the world believes the same thing, thank goodness.

Wouldn't it be a horrible place? So we can learn from each other; we can make allowances, we can forgive, we can forget. And it just seems to me, and I do practice what I preach, that it works. Now I'm one of those people who--okay, I'm a woman--everytime I go into a business transaction, a personal transaction where I meet with other people, I do it to the best of my ability, setting an example. Sounds pretty easy, doesn't it, setting an example? But I try to leave that person with something basic about humanity, that a handshake deal can be relied upon, that I can look a person in the eye and say what I mean and mean what I say. Then possibly the next time that person has to deal with someone who possibly reminds him of me, they might trust just a little bit more. So that way, if I'm a trailblazer, then that's OK. And maybe it's not a big way. Maybe it's one at a time, but Rome wasn't built in a day. And so I do it, one at a time. And I touch more and more people all the time. And people that I touch, touch, and people they touch, touch. Well, sounds like a pretty easy thing to do, doesn't it? And we sit here and all of us have a different cause.

I belong to so many different organizations it would make your head swim. I can get out, and I can wave banners and march up and down, and raise money and use power and friends and influence. And that's what it's all about, knowing where to use it and when not to use it, when to get behind someone else and use it, and what cause happens to be more important at the moment to get what you need to get done. So you make some business decisions along the way. You decide which cause you're going to get behind, and you get behind and you do it. You don't need to go around yelling that you did it; you did it and you know you did it. And if you make the world just a little better place, then you'll have done something. I don't necessarily like to work with women best. They're not necessarily my favorite people. But neither are men. I like people. Does it matter what sex they are, what race they are? If they have a good heart, a good soul, I think I can look beyond anything else. And I hope they can do the same for me.

I was a little late today. Last night I got involved in starting a new business that I didn't know anything about, so I wanted to take some time to research it. But that's the way life happens. You don't always know what's going down and I think women wing it better. Thank you.*

*Text edited from conference tapes.

SUMMARY OF REACTOR PANEL: STRATEGIES IN THE ADVANCEMENT OF WOMEN

Joan Heggen, Moderator
Secretary, Department of Community Affairs
State of Florida

PANELISTS

Hugh Adams, President
Broward Community College
Fort Lauderdale, Florida

Anna Motter, Staff Attorney
Legal Services of North Florida

Sarah Resnick, President
Media Systems, Inc., and Vice President,
Harcourt, Brace, Jovanovich, New York, N. Y.

Dr. Cleo Higgins introduced the Moderator, Ms. Joan Heggen, Secretary of the Florida Department of Community Affairs, and gave a brief summary of her professional career in Florida. Ms. Heggen, a native of Wisconsin, served as City Commissioner and Mayor of Tallahassee prior to her appointment as Deputy Secretary of Community Affairs in 1975 by Governor Askew and as Secretary in 1979 by Governor Graham.

Secretary Heggen said that she had planned to make the introductions short but had changed her mind after hearing the introductions of the presenters. She was adding more detail because she wanted to make it abundantly clear that her respondents were just as important as the presenters. The first member of her team introduced was Dr. Hugh Adams who responded to Dr. Hays. Dr. Adams is President of Broward Community College and has a long list of accomplishments and honors including former football captain at FSU, President-elect of the Florida Association of Colleges and Universities, President-elect of the Public Institutions of Higher Learning in the Southern States, Vice President of the Fort Lauderdale Chamber of Commerce, etc. The second responder, Ms. Anna Motter, a graduate of Florida State University's College of Law, Member of the Florida Bar and a Member of Garnet Key, is a Staff Attorney with Legal Services of North Florida. Secretary Heggen pointed out that it is especially appropriate that Anna respond to Dennis' remarks since she drafted the guidelines for achieving equal opportunity and affirmative action for the Office of the Governor which provided the focus for a special task force on affirmative action and equal opportunity in state government. The responder in the area of business and industry, Ms. Sarah Resnick, is President, Media Systems, Inc., Vice President of

Harcourt, Brace, Jovanovich, New York, N. Y., and a Member of the Board of Trustees of Ohio Wesleyan University. Ms. Resnick has a varied background in business, particularly in the publishing industry, and is well qualified to respond to Ms. Rebecca Doyle.

President Adams felt that Dr. Hays had laid out a sound blueprint for chief executives who are serious about enhancing opportunities for women and minorities in higher education. He agreed that all persons in authority who are concerned about this problem must ride herd on those exercising responsibilities for determining qualifications and hiring in all areas. He agreed that commitment must be demonstrated by example, that we must control our search process at the top level. Other points reiterated were: the need to participate in programs such as the ACE National Identification for the Advancement of Women in Higher Education; the need to define positions more in terms of competencies required and less in terms of traditional educational experience and training; the need to assist women formally and informally to acquire experiences after they arrive on the scene; the need to provide more visibility for the successful female practitioner; the need to provide more success models; and finally, the need for dogged persistence of the chief executive to make affirmative action work. Both the speaker and respondent agreed that one of the major barriers to the advancement of women, from an operational chief officer's point of view, is the low priority often placed on equal opportunity and affirmative action due to the pressure of other administrative demands. He pointed out that we simply can't afford to do this and explained that he was talking to himself as well as others.

The second panelist, Ms. Motter, reacting to the presentation on the advancement of women in state government, gave a brief history of the events leading up to the issuance of the Governor's Executive Order. The reactor then highlighted a significant aspect of the document which has real potential to bring about change in the employment status of women and minorities in state government: progress in the achievement of affirmative action goals is to be an important factor in the evaluation of top management, particularly in gubernatorial agencies. This is an incentive that can be truly effective in getting an executive level commitment to recruitment, to create ways to go beyond the Career Service "Rule of 5" concept, and to expand the pool of eligibles in order to accelerate the employment and advancement of women in state government. The panelist challenged women and minorities to use the Executive Order as a vehicle to bring about change and reminded them that the Governor couldn't do it alone. The group was urged to get involved, to take an active role in identifying and eliminating barriers, to offer ideas and initiatives to assist the Governor, and to hold him to his commitment to implement a plan of action.

The panelist from the private sector, Ms. Resnick, added the words cooperation, mutual support, and networking to the speaker's vocabulary describing the tools necessary for success in the business world: hard

work, leadership, power, credibility, and integrity. In addition, she pointed out that you must decide where you want to go, analyze what you need in order to get there, and design and implement a plan to add to your repertoire those things that you need so that you are ready when the job you want becomes available. Other paths are to look around for a vacuum in your organization and create the job you want, find a mentor if you need one, and finally, be assertive and ask for the job when you find it. Even if you don't get it, she pointed out that you'll get a lot of practice in asking. She also cautioned the audience to look at the risks, weigh the price, be willing to lose the first or second time around.

She closed the session by complimenting the men and women in Florida for creating a model for other states and suggested that the next conference be called "Women Moving Upward."*

*Text summarized from conference tapes.

PANEL DISCUSSION: HOW TO GET COMMITMENT FROM THE TOP IN ORDER TO BRING WOMEN INTO THE DECISION-MAKING PROCESS

Moderator: *The Honorable Jack Gordon, Florida Senate*

PANELISTS

Sister Trinita Flood
President, Barry College
Miami, Florida

Bill Shade
Senior Governmental Analyst
Planning and Budgeting
Office of the Governor
State of Florida

Donna Shavlik
Associate Director
Office of Women in Higher Education
Washington, D.C.

Gregory Wolfe
President, Florida International University
Miami, Florida

Each member of this panel gave his or her personal views on moving women into decision-making roles. After the panelists each gave a short presentation, the moderator briefly summarized their remarks and asked them to clarify or elaborate on some issues that had been raised. But instead of discussing methods of getting people in power to actively commit themselves to bringing women into policy-making roles now, most panelists focused on barriers that keep women from infiltrating the power structure.

The moderator stated that women must understand the perceptions of those they are trying to change before they will be able to make any progress. One panelist suggested that women will not be able to take on leadership roles until they can present management with a comprehensive, well-organized set of statistics. Those in authority will not be motivated to change until they have a full understanding of the current status of women in the work force.

Another panelist stressed preparation, saying that women must prove they are truly committed and exceptionally talented if they are to attract the attention of the top. Women should evaluate themselves in relation to what it is they want to accomplish, and then be certain that they develop the qualifications necessary to achieve their goals.

It was also stated that the solution to the problem is social, not political, as is often believed. Therefore legislation such as the ERA is merely symbolic, for once it passes we know change has already occurred in our social system. This panelist sees no short-term solution to the problems involved with attaining equal employment for all women. We must develop a whole new set of attitudes towards women and their role in the work force by concentrating on the agents of socialization, particularly education. As long as we teach our children to treat members of the opposite sex differently, the problem will persist.

However, another member of the panel felt that well-trained, competent, personally qualified women are prepared for almost any existing position. Women are available to take on the jobs now, and without further ado. Furthermore, she said that though she favors the process of accelerating change at every level of the educational system, she certainly is not willing to wait to get women involved in the decision-making process until we have changed people's attitudes from the time they were children.*

*Text summarized from conference tapes.

FOURTH GENERAL SESSION

SUMMARY OF PANEL: THE LEGAL ARENA--REALITIES AND LIMITATIONS

Delores Auzenne, Moderator
Special Assistant to the Chancellor
State University System

Martha Barnett, Attorney
Holland and Knight
Lakeland, Florida

Diane Bernard, Professor
Virginia Commonwealth University
Richmond, Virginia

Ruby King, Director
Professional Development and
Human Resources, FTP-NEA

Soia Mentschikoff, Dean
School of Law
University of Miami

Kent Spriggs, Attorney
Spriggs and Henderson
Tallahassee, Florida

Ms. Delores Auzenne presided over this session. She began with a general discussion of what to expect, followed by an introduction of the panel members. She explained that she was also acting as moderator since the group, in a planning session, had agreed to change the format. Mr. Spriggs began with an overview of the alternatives and the realities of the legal remedies that are available to persons who find themselves discriminated against. He explained that the Equal Employment Opportunity Commission and the Florida Human Relations Commission are available to enforce Title VI and Title VII of the Civil Rights Act and the Florida Human Rights Act. In addition, state employees may appeal to the Career Service Commission. The laws and the rules are all in place. But has it improved the status of women?

The first panelist indicated that there was little room for optimism. The discussion that followed described the realities and the limitations of women who must compete in a world of work organized by men. Martha Barnett reminded the audience that women work not for second incomes or pin money, but for the same thing men work for -- money. She said if we ask, "How are women doing in making money?" we must answer, "Poorly, indeed." According to the U. S. Women's Bureau, the average woman college graduate earns $8,000, while the male graduate earns $20,000 per year. In fact, women college graduates' median annual earnings are less than those of men with only a high school diploma.

Women earn fifty-six cents for each dollar men make. The National Commission on Working Women reports that eighty-two percent of working women make less than $10,000 per year, compared to thirty-eight percent of working men. Figures from the U. S. Women's Bureau show that two-thirds of the women who work are single, divorced, widowed or are married to men making less than $10,000 per year. The number of women at the top in leading corporate firms, in government, universities, politics and the judiciary is low. The presentation closed with suggestions of changes needed to enable women to combine career and family, as well as a discussion of recent promising legislation to assist women to become equal members of the labor force.

Reflecting concern about a statement from an earlier speaker, "They'll do it to you as long as you will let them," and one from another panelist, "Women are underpaid because they accept it," Diane Bernard stated that this was the same as blaming the victim. The continuing discussion included the following comments: Sexual harassment is based less on sex than on power. Only when the power relationship achieves a greater balance will sexual harassment by either sex diminish. With increased opportunities for women, sexual harassment is on the increase as an effort to put women in their place. Women must stop seeing sexual harassment as primarily sexual in nature, otherwise they become their own worst enemy. Sexual harassment is a form of slavery, and is equally illegal.

Ruby King wrapped up the discussion with the following comments, succinct and to the point: "Has it occurred to you that the statistics prove that even though all the laws we need are on the books, it was never truly intended that women have equality? Carrots are dangled by the power structure to make women believe that their condition has improved, but we know that there has been little progress in the status of women in any area. When one reviews the history of the progress toward equality, and the civil rights legislation, it soon becomes obvious that conditions have not really improved.

"One of the problems is that we are too polite. Until we develop a revolutionary spirit, which is not to say that we should become revolutionaries, only then will we be able to bring about positive change.

"One of the continuing obstacles to women's equality is what I call the 'southern belle syndrome,' perpetuated by both men and women. It goes like this: Women should be kept on a pedestal; let's not bring them down to the level of men. Women are fragile and should be taken care of.

"Regrettably, the few fortunate women who are actually allowed to get up on the pedestal remain there only as long as the men want them there. Ninety percent of the women in this country work at some time during their lives. I have never been able to understand how we are going to be able to change the status quo, however, as long as we continue to sleep with the enemy."*

*Text summarized from conference notes. Tape was not available.

FIFTH GENERAL SESSION

INTRODUCTION TO THE VICIOUS BUSINESS OF GETTING AHEAD

Debbie DeLee, Executive Director
Florida Governer's Commission
on the Status of Women

I'd like to start out on somewhat of a personal note, and say what a pleasure it's been for me to have the opportunity to meet so many of the Commissioners who have recently been appointed by the Governor to the Governor's Commission on the Status of Women. Those Commissioners, and those of you who are participating in today's conference, are a far, far cry from the first visitors that I had in my office upon becoming the Special Assistant to Governor Graham this past May. I'm referring to a steady stream of visitors who had come to vehemently protest the possibility of Governor Graham re-establishing and appointing a Commission on the Status of Women. They were all women, by the way.

I won't take up any of your time by repeating their many arguments and the rationalizations for supporting those, because I'm reminded of the comment that our Governor made yesterday--that everybody is entitled to their own opinion, even if they're wrong. I'd like to repeat one comment, however. One of the women looked me in the eye and she said we don't need a Commission on the Status of Women in this state. We don't have a commission on the status of men. I'll say to you what I said to her at that time--that she was wrong; that we have two commissions on the status of men in this state called the Florida Senate and the Florida House.

Those are only two of the bodies of the power structure that women must infiltrate in order to become full participants and achieve full equality, which is one of the topics that this panel is going to address this morning. We also have someone on the panel who has managed to infiltrate one of those bodies--the Florida Senate--and do so very effectively. We have other women on the panel who have managed to infiltrate all areas of the power structure, and they'll be introduced to you in a moment. But it's my pleasure to introduce to you the moderator of this morning's panel, Gertrude Simmons.

Dr. Gertrude Simmons is the Vice President for Academic Affairs at Florida A&M University. She received her BS degree from Alabama A&M, her MS degree from the University of Wisconsin, and her Ph.D. from Florida State University. She was an instructor at various educational institutions and in 1958 became the Director of Student Teaching at Florida A&M University. In 1960 she became an Associate Professor of

Education at Florida A&M, and in 1973 she became the Vice President for Academic Affairs.

Last night I asked a few of the women who have had an opportunity to know Gertrude Simmons a little better than I have, if they could tell me a few personal things about her, so that I would not be in a position to be introducing one of Florida's many outstanding women simply by reading from a resume. I heard the same thing over and over again, and that's that Gertrude Simmons has an uncanny ability to cut through the baloney and to get to the heart of the matter--the bottom line. I heard that Gertrude Simmons tells it like it is. And so on that note, since we all came to this conference to hear it like it is, I give you Dr. Gertrude Simmons.*

*Text edited from conference tapes.

INTRODUCTION OF THE PANEL

Gertrude Simmons
Vice President for Academic Affairs
Florida A&M University

I first of all would like to say that I'm very much impressed with this meeting. I'd like to thank all of the fine men who have attended this meeting, and by their presence, demonstrated their belief in the importance of what is happening here. I see some people who have been in attendance since the first session.

We are running late, and I don't want to spend any of our precious time by reading resumes, either. Most of the people up here are already known to you and I'll just identify them.

I don't have to tell you who Mary Seals is. All of you know Mary. I think that the one outstanding thing to me about Mary is that she is perhaps the most genuine advocate of women's rights that I know.

There is always Delores Auzenne. We all know Delores. If I'm going to say one thing about everybody, I would like to say that Delores probably has the hardest job in the state of Florida, and she does it with a lot of grace.

Ms. Jeanie Stokes is with the Division of Training, Department of Administration. She is a sociologist by training, and has been a consultant on women's issues in many organizations.

I don't have to say anything about Judge Winifred Wentworth.

Senator Pat Frank is the kind of woman who makes me proud of being a woman. Any of you who have been a close observer of all the great and wonderful things that go on in Tallahassee in spring, will be gratified to know that I've never sat in a session or a committee in which Senator Frank had anything to say, that she was not always over-prepared. She's a very sophisticated, able woman that we can all be very proud of.

Without any further introduction, the panel will proceed as it is printed on the program.*

*Text edited from conference tapes.

WHERE ARE WE NOW?

Mary Seals, Coordinator for Human Resources
Office for Equal Opportunity Programs
State University System

Before discussing the data describing where we are now, I would like to talk for a minute about the importance of the monitoring function in assisting women and minorities to move forward. I believe that a reporting system depicting progress toward specified employment goals is the most crucial element of any Equal Opportunity Program. We must know where we are at some point in time, we must collect and disseminate consistent data about the work force, and we must measure our progress on a regular basis. In order to accomplish this, the monitoring office should work with management to identify the barriers; it should report to the head of the organization; it should be given the authority and the staff needed to get the job done.

Persons responsible for bringing about change should not be asked to monitor themselves. No organization places its chief auditor under the supervision of the person responsible for the financial transactions. Unfortunately many of our agencies have done just that in the area of equal opportunity.

The monitoring office must have complete access to all information needed, and must make certain that the data elements (class, title, salary, race, sex) are defined and collected in exactly the same way by each unit involved. The office should collect and analyze the data on a regular basis, identify the problem areas, regularly review progress with the chief executive, and distribute the data to the operating units. Thus the chief executive can keep the agency staff aware of progress made by each unit and hold them accountable for their employment practices.

The monitoring office has the responsibility to advise the chief executive of the barriers to equal opportunity within the agency and recommend strategies for change. The monitoring office can then work with the supervisors of the operating units to implement change and then follow through on behalf of the agency head to make certain that the actions are carried out. Through such a system progress can be made and managers can be held accountable for their actions.

In the Universities monitoring offices have additional responsibilities. In addition to employment activities, we have the task of monitoring equity for students and prospective students. Data on enrollment must be collected and analyzed by level, race, and sex. We must keep

track of degrees granted; we must know what disciplines they're in. In this way we will be able to identify programs where women and minorities are underrepresented.

Changes must be made, techniques must be developed to encourage women and minorities at an early age to choose disciplines where the jobs are. Unfortunately, at the present time women are often discouraged from going into such disciplines: engineering, the hard sciences, law, medicine, and agricultural sciences. I don't want to appear too pessimistic, however, because some marvelous changes are beginning to take place. More and more women are entering these fields and the demand for women graduates in some of these disciplines is increasing steadily.

And now for the statistics--where are we now? I will limit my remarks to a discussion of the employment picture, specifically in positions at $ 16,000 and above, since these are normally the administrative and managerial positions. The data are taken from the 1978 EE04 and EE06 reports and exclude the Legislature, the judicial system, and some small miscellaneous groups.

According to the EE04 reports, the Florida Career Service System, which is made up of approximately 100,000 employees in this state, has 5,723 people in pay range $16,000 - $24,999. Of these persons, 83.3% are male, 16.7% female. In the State University System, in this pay range, we have 1,329 persons; 72% male and 28% female. On the faculty in pay range $16,000 - $24,999, we have a total of 3,138 people; 562 of these are women. In the state of Florida these three groups represent a total of 10,190 people employed in pay range $16,000 - $24,999; of these 1,886 are women.

The story is even worse for positions above $25,000. There are 1,031 positions in the career service above $25,000; of these 106 are women. In the State University System, there are 837 positions; of these, 88 are female. On the faculty above $25,000--and this includes both 9-10 mo. and 11-12 mo. appointments--there are 1,409 positions; of these, 83 are female. In the state, above $25,000, there is a total of 3,277 employees; of these, 277 are female and 3,000 are male. This represents 8.5% female statewide in positions at $25,000 and above. We can't discuss statistics and not mention the tenured and tenure-earning faculty in the State University System. On the tenured faculty there are 3,298 people employed; of these 397 are female. On the tenure-earning faculty there are 1,518 employees; of these 382 are female.

The percent of tenured women nationally in public universities is 16%. In the State University System it's 12%.

It has taken a long time to get accurate information for all employee categories. Once you have the data people can no longer say, "We don't have a problem."

I would encourage each of you to do everything you can do in your agencies to bring about change. See that the statistics are collected, defined, used properly, analyzed, and that they get to the top. I would then encourage you to do something about the situation. Recommend some changes to your executive officer, and be sure you have a monitoring office to follow through.

Thank you.*

*Text edited from conference tapes.

INFILTRATING THE POWER STRUCTURE

Gertrude Simmons
Vice President for Academic Affairs
Florida A&M University

I would like to make some fleeting remarks on the subject of infiltrating the power structure. As I perceive it, power, like energy, is neither created nor destroyed. It is not lying around somewhere to be harvested. It is always in the possession of someone else. It is cherished, guarded, held jealously; it is never given up willingly, but must be taken away. The basic truth is that any gain in power results inevitably in someone else's loss of power.

I have observed that the powerless are people who traditionally have had "a place." A common expression heard in the old South was, "Oh, I like colored people all right, in their place." Likewise, a frequent mistake made by men has been their willingness to define women's place, like the widely-held notion that a woman's place is in the home. Obviously, the common characteristics of place in each of these instances is that any of its occupants can be considered to possess almost no real power, and to pose little or no threat to those in power. Therefore, infiltrating the power structure can be considered to be the same as getting out of your place. To the majority group, a cardinal sin of the minority group is its getting out of place. I take this occasion to challenge this network of Florida women to do just that. Let's get out of our place.

Like most of you, I was somewhat concerned by the sterility of some of the solutions proposed last night. I just about went through the ceiling when the best suggestion that one of the panelists could give us was to wait for some unborn generation of white male babies to come into the world to be reared by God knows who into nonsexist social behavior. I propose that we would have to rear them in a lead mine with laboratory-produced surrogate mothers, for the symbols of sexism, like those of racism, are everywhere. We cannot wait that long. The State of Florida, the United States, and the world, are desperately in need of the leadership that can evolve from women coming into a full realization of their power.

I wish to end by presenting you with what I consider to be a few essential challenges:

Challenge #1. Let us let the network work. It will do no good for us to come here, get all the information and inspiration, and go back home and do nothing. We have spent too much time already holding one another's hands, sympathizing, commiserating, and crying on our own corporate shoulders. We have to make a show of unity; combine our strengths; help

one another. Through cooperation and planned strategies we can put on the kind of pressure which can, and will, infiltrate the power structure.

Challenge #2. Let us be courageous, both individually, and as a group. We have to be willing to take risks, to be creative, and even a little reckless. In short, do whatever we have to do to mobilize enough of us to action, so that it is felt and makes a difference.

Challenge #3. Get power, both indiyidually and as a group. It is absurd to think that powerless people can infiltrate the power structure. Without power we are merely cogs in a meaningless machine.

Michael Carter, who wrote a book on how to get power has given us five rules on how to achieve personal power. Rule #1. Act impeccably. Perform every act as if it were the only thing in the world that mattered. No matter how small the task, we have to teach ourselves that it matters. Rule #2. Never reveal all of yourself to other people. Hold something back in reserve so that people are never quite sure if they really know you. It is not secrecy that you're after. The trick is to remain slightly mysterious. Power people are listeners, and rarely talk about themselves.

Rule #3. Learn to use time. Think of it as a friend, not an enemy. Don't waste it going after things you don't want. Powerful people devote exactly as much time to what they're doing as they need to or want to. Events do not control them. They control events. Rule #4. Learn to accept your mistakes. Don't be a perfectionist about everything. Above all, don't go around agonizing over the fact that if you make mistakes someone will claim it's because you're a woman. Don't waste time justifying your mistakes or trying to fix them. One of Murphy's Laws says that if something goes wrong, any attempt to correct it can only make it worse anyway.

And the last rule. Don't make waves. Move smoothly without disturbing things. Half the art of power lies in the strategy of arranging for things to happen the way we want them to.

I believe we should be a little militant. I'm a colored lady. When I say that I mean I am of the generation that was raised to believe that if we be nice, and clean, and go to school, and do well, and do all of the nice polite things, the white folks would see how nice we were, and one day they'd give us our rights. And of course, during the sixties, there were very militant youngsters who came forward and did all those ugly things. I was simply outraged at first. I thought they'd wiped out all of our good images that we had spent years building. But I discovered that in ten years of acting ugly they did more than we'd done in three hundred years of acting nice. And so I guess I'm a sort of revolutionist.

I've heard that we've got all these laws, and yet we still have discrimination. We're not using the laws, are we? We need to push a little bit. Go to court. That's what a network is for. So that the women who want

to push for rights are not out there pushing by themselves. And I don't think we need to keep on trying to persuade people that we need to be treated right. We need to explain it to them, through the courts.

My challenge then, is to use the system in whatever way we have to. And be militant--nonviolent, but militant. And finally, my last challenge is that I think we ought to have the good sense to form a coalition with other powerless people. This has been the mystery of my life. Why do all the powerless people in this country allow themselves to be separated by the power people? One of the techniques used by the powerful is to pit the weak groups against one another. They know that if they can keep these groups suspicious and distrustful, fighting among themselves, they will never suspect the power that they have. What if we could get all the poor people in this world together, the poor whites, the poor blacks, the poor Indians, the poor Chicanos and the poor women, together against that little group of power people? There are certainly more of us than there are of them. We really don't think of forming coalitions, but I think that's one of the ways we can truly infiltrate the power structure.*

*Text edited from conference tapes.

RECOGNIZING AND DEALING WITH PERCEIVED CONSTRAINTS TO ADVANCEMENT: SELF-IMPOSED

Delores Auzenne, Special Assistant to the Chancellor
Director of the Office For Equal Opportunity Programs
State University System of Florida

Gertrude is always such a hard act to follow, I think I will take the liberty of deferring my remarks so that you may hear the rest of our distinguished panel. We have heard in many ways, some of the self-imposed constraints to advancement. Many of the speakers have indicated to us the need to take a closer look at ourselves, get prepared, look at the career options. Sarah Resnick has told us that we should be concerned about our image, that we should have the courage to ask for the job that we really want, and that we should get a mentor. These all relate to our concept of ourselves.

Do we have a positive self-image, a feeling of our own capability to perform? Are we willing to take the risk to move up and beyond? We can think about what has been said, as we listen further.*

*Text edited from conference tapes.

RECOGNIZING AND DEALING WITH PERCEIVED CONSTRAINTS
TO ADVANCEMENT: ORGANIZATIONAL

Jeanie Stokes, Coordinator
Certified Public Manager Program
Florida Department of Administration

Dr. York repeated a comment yesterday, which caused us to laugh very loudly, to the effect that "women have to work twice as hard to get half as far." And we laughed particularly when he said, "And fortunately that isn't difficult." I suspect we laugh at the pain and irony in that statement. Because I think in fact it may not be difficult to be twice as good, but it certainly isn't easy, and it certainly has a very great cost to women in the process. It is part of that process of being twice as good -- coping with organizational constraints -- that I wish to address this morning.

I never realized when I was studying sociology and psychology that the whole heredity versus environment issue was ever going to be relevant to me. Interestingly enough, that question is very pertinent to us here. Many times when we talk about women making decisions and having the responsibility for <u>not</u> getting ahead, we are seemingly suggesting that in women's heredity there is an inherent deficiency, because we proceed then to "dress them up" with assertiveness training, special management courses, etc., and we often forget to examine the environment. I do not believe an inherent deficiency exists. We have a whole roomful of women here who verify that women are capable, very bright, very well-prepared, and who can in fact bring needed talents to the organizations with which they work. What we <u>must begin to do</u> is look at the organizational constraints that prohibit the full functioning of women and which give the impression that women are in fact more deficient in personal and professional skills than their counterparts.

I was quite struck when I did some research on women in the State University System of Florida and found that 87% of these women administrators feel that they have to work twice as hard to get ahead. Now that does not leave out very many women. (It finally dawned on me this morning where those other 13% are ... I thought they just disagreed with the statement ... actually they probably think women have to work three times as hard.) These data and other research led me to develop what I call the "vicious cycle in the vicious business of getting ahead." Another title might be, "why women have to work twice as hard ...."

Most of the elements of this cycle, you are aware, happen not only to women, but to anyone in the work world; what is tragic is that they happen much more often to women. For instance, women are under much

more scrutiny just because they are very different from the male majority. Another factor that makes women work twice as hard to get ahead is the fact that they have a much more difficult time establishing their credibility. Various research studies have now documented this. It follows then, that women are under an imposed handicap as they participate in organizations; they have a hard time establishing credibility, and in the process they often are not listened to or heard. You may remember reading in Time Magazine about research done by Dr. Candace West of FSU who studied the phenomenon of women in groups. Among other things, she verified that women are interrupted many more times than men in groups. Women also have a very difficult time being part of the information network. In order to do our jobs, we have to have the information to do it. We are all very familiar with the old boys' network and one of its main functions -- to be a system of information for getting the job done. This information network often happens to be active in the locker room, the bar, the john, etc. -- places most of us don't frequent. I have found that information shared in those ways will finally find its way to women a week later, after it is already too late to act on the information.

Dr. Simmons has already very capably talked about less access to power, so I won't pursue that, except to say that less access to power means that we have less of the resources that we need to do our jobs. We have less money, less staff, and less of everything usually. Consequently again, we are working twice as hard to do our jobs.

So I think it is easy to see that we are caught up in a very vicious cycle. I think the value and power are to be derived, not from feeling sorry for ourselves, but from understanding what is going on and, hopefully, to short-circuit this whole cycle. If numbers are any consolation, I would like to share, from the State University System women, some other percentages of these cycle elements, just in case you think you are the only one experiencing these things. In the survey that I did of State University System women administrators, 79% of that group felt that it was difficult to establish their credibility and their authority; 81% felt that they had difficulty participating in decision making; and 87% felt they often were not part of an information network. Eighty-nine percent felt that they had less access to the power structure, and 72% felt they were distracted by the various roles of being a "mother, sex-object, pet, etc."

Now it seems to me that at least two things result from this vicious cycle; one is the impact on the organization. I am sure that you can understand that an organization with these kinds of things going on is underutilizing its talents; the productivity has to be a minute part of what it might be, if in fact the system were more open for women.

The second obvious impact area is on the individual. Most obvious is that we have an incredible burnout rate among women professionals. This happens to be a soap box for me, so I will try not to get too carried away. I think each of us as individuals needs to be support agents for each other when we see ourselves getting caught up in this vicious cycle. I am in the habit of encouraging my colleagues to take vacations quite often, because I think it is very important to get away from the cycle. It is very, very critical that we start realizing that this cycle exists and find ways as individuals and as groups to short-circuit this thing.

The other thing that is very deadly about this vicious cycle is that it perpetuates all of those stereotypes that we have been hearing about women for years. In many ways it is a self-fulfilling prophecy. Once women are selected for important positions, they meet this vicious cycle, and obviously they are not quite as effective, for the most part, as they could be. Then we get the "I told you that you couldn't do it" type of response. But all the while it is really not a function of whether the woman could have done the job, but a function of the organization not allowing her to be as effective as she certainly is capable of being.

It seems to me that this vicious cycle creates some myths about women workers. Probably most of you have read those delightful myths about women workers that come out of the Women's Bureau. I always found those enlightening, but now a whole new set of myths is developing since women are getting into more areas of the work force. I would like to share four of these with you, because I think we need to start looking at and challenging some of these. A lot of us, in fact, have assumed some of these were true.

One of these myths is that women have trouble with management. Another is that women have problems delegating responsibility. A third one is that women do not know how to be team players. And the fourth is that women have deficiencies in their training and experience which do not allow them to do a good job. Well, I am not going to let those myths stand without debunking them, so let me just quickly make a couple of comments on each of them.

It should be obvious if you look at the vicious cycle that I have already portrayed, that anyone who is encountering all or much of this is certainly going to have a time management problem. But again, it is not an inherent problem of the women but rather a problem of the organization that puts so many constraints in her way that she doesn't function efficiently. Second, in regard to supposed reluctance to delegate responsibility, this also is not an inherent deficiency. First of all, if you don't have staff, it is very difficult to delegate responsibility, isn't it? Second, if a person doesn't have the money or the resources to get the quality of staff they need to do a quality job, it is very risky to delegate, especially in a hostile environment. So I think we

are not talking about inherent deficiencies in women, we are talking about the organization not providing the resources and supportive climate needed.

As far as women being team players, it seems to me that women have had a lot of experience being team players, whether it is as a ballet student in a dance recital, as a fledgling actress, as a musician in a school group, as part of a girl scout troop, or in fact on the basketball court. These books now out (many by women) which say that women don't know how to be team players really astound me. First of all, they usually define away anything but sports as team work. But second, it should be apparent that it doesn't make any difference how well you can play on a team if you are not accepted or invited to be on the team. I really don't think we've gotten to the point on this issue.

The other concern is in regard to often touted training deficiencies. Having been in training and development efforts for a few years, I am very much concerned about this. Just in brief, there really seem to be only two bonafide unique training needs for women. One of them is to teach ourselves how to survive and cope with "the vicious cycle in the vicious business of getting ahead." And the other is to teach ourselves how to change the system that exists. Those are the only two things I have as yet discovered that women need to know that are different from what any good (male) professional needs to know. I don't really think we need powder puff management training for women that delicately teaches us how to be managers. (This is not to imply that support groups and programs are not important.) I think we all know what basic management skills are, that they are the same for men as for women, and that we all must have these skills.

I would suggest in summary that what we've all got to be focusing on is the system -- our work organization -- and quit imagining inherent deficiencies in ourselves. Capable women are just as capable as the capable men ... and the mediocre women are just as mediocre as the mediocre men upon those occasions when the women are in supportive atmospheres. But in unhealthy situations, I see these same women become mediocre and poor. Let's work toward creating organizations where women -- brilliant or average -- can function to their potential. Thank you.

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NONTRADITIONAL ROLES AND DISCIPLINES

The Honorable Winifred Wentworth
Judge
First District Court of Appeal

I come to you as an infiltrator. But I don't offer you a how-to-do-it formula. Even if I could, I wouldn't because the way I did it certainly is not the right way. It has involved more luck than any person, male or female, can count on, involved too much time, and too many pressures, more on my family than on me, probably. I am perhaps less hopeful than others, that the solution to the whole system that everybody's been talking about is a quick one. I think it is not. I think changes must occur before the point at which women and men choose the work that they are going to do in this world.

I'll try in a few minutes, to tie together some loose ends on the subject assigned to me of nontraditional roles for women. In less than ten days' time, I've met half a dozen colorful and comic examples, and I'll cover them very briefly.

I was driving my son to school Monday morning, and a police car swerved around me to stop a speeder. Out of the car hopped a blue-cad figure with a blond ponytail and pistols on each hip. Even I was startled. That same week the technician who turned up to work on our word processing equipment, with a large bag of tools, was a young woman not more than twenty-two years old.

The next incident that brought home to me the confrontation (between traditional and nontraditional) was my daughter's report in a letter. She graduated as an engineer, but in the process of later doing doctoral work as an experimental physicist, she visited a large atomic energy plant with her husband, who is a political scientist. As they were shown through the various departments, all explanations were directed to him instead of her. They've learned to endure such limited thinking, and their marriage is weathering these incidents pretty well. They've been married seven years.

This morning we've been given a good historical perspective on the reasons for these conditions. However, nobody has mentioned that Thomas Jefferson ascribed to women a role that would require that whatever they do, they shouldn't mix in gatherings with men. This would include, obviously, anything in government. I spent over thirty years studying law before I learned that my hero, Thomas Jefferson, said this. He said, in talking about the fate of the government he was contriving, "Were our

state a pure democracy, there would still be excluded from our deliberations, women, who, to prevent deprivation of morals or ambiguity of issues, should not mix promiscuously in gatherings of men."

At least a hundred years later, the U. S. Supreme Court, with the same rationale, upheld a law that excluded women from admission as lawyers. The opinion contains language to the effect that women should be protected from the foul language and noxious atmosphere encountered in a courtroom.

As late as 1970, many states had, and may still have, all male juries. In most cases women are, if not excluded, exempt. In Florida now, I believe the exception is for all women who have a child under eighteen, which in my case will endure until I'm sixty. When that issue was litigated by a woman, challenging the fact that the network of law on that subject resulted in her having an all male jury on some issue, she asserted that in order to have a fair evaluation of her defense, she needed some women on her jury. A New York court opinion stated that she did not have such a right. The judge said, "Your lament should be addressed to the state of womanhood that prefers cleaning and cooking, rearing of children, T.V. soap operas, bridge, canasta, the beauty parlor, and shopping instead of civic responsiblities."

My comments so far have been directed mostly to politics and government as they involve nontraditional roles. For me personally, to exclude women from politics and government is pretty broad, since that involves most of the professional work I ever wanted to do. But I must point out in defense of Thomas Jefferson, that his exclusion of women from the political life at that time was not as broad as would be such an exclusion of women from all hurly-burly and political life right now. Because at that time, economic life was not structured as it is now. Home life for women and men then involved a great deal more diversity and more independence of opportunity and skill. There was less dependence on one member of the family going out to earn the bread while all others existed because of his efforts. By and large that became the structure a good many years ago, but not long enough ago for us to have overcome or understand the protectionist view of women which became so devastating for them at that point. Currently, the battle goes on by virtue of the fact that social security laws protect only those people who earn independently of family service. They do not protect those who have a derivative status.

Some progress toward getting women into nontraditional jobs is being made, and I do have some statistics. It's still not very large in terms of women having jobs in nontraditional roles involving power and money. There are great, great statistical increases in women becoming educated in these roles. They are enrolling in nontraditional fields; they are getting degrees, particularly during the last decade. But women lawyers increased only from seven to nine percent up to 1970, that is, practicing

women lawyers. As you have heard, statistics show that total earnings, proportional earnings, are not increasing for women, but are diminishing. This indicates that women's efforts still aren't valued as much as men's. I think that fact cannot be changed merely by telling women to ask for different jobs, as was advised earlier in the conference.

In the mail this week I received a vivid illustration of the traditional roles. From the American Express Co., on which I depend very heavily, I got an advertisement for silver napkin rings, eight of them, involving pictures of children. And they are beautifully designed. I was attracted immediately. I thought I might even buy them: four are boys and four are girls. The four boys, though, are depicted in roles that show one spinning a top, another sailing a boat, another training a dog by holding a bone up--making him do things--and the fourth was wielding a large, heavy mallet of some sort. The girls in contrast, are shown holding a flower, petting a puppy, gazing at a doll, and one is all dressed up with both hands in a muff. The napkin rings were sterling silver at $300 a set. But don't think that popular, emotional sentiment for the traditional roles against the nontraditional roles, exists only among people who would buy such napkin rings. There is also, if I am to believe what seem to be respectable studies, strong professional conviction on this point.

A group of people, including the President of Radcliffe College, did a survey of clinical psychiatrists and psychologists in a large area--not just one state--asking them to assign traits to (1) a mature, healthy man; (2) a mature, healthy woman; and (3) a mature healthy adult of unspecified sex. The traits assigned to the man and the person of unspecified sex were quite similar, but there was quite a difference in the concept of health between the adult of unspecified sex and the woman. The survey concluded, "Clinicians are likely to suggest that healthy women are and should be more submissive, less independent, less adventurous, more easily influenced, less agressive, less competitive, more excitable in minor crises, more emotional, more conceited about appearance, less objective, should have their feelings hurt more easily and should dislike math and science." These are professionals who were surveyed, and these are the professionals who are guiding us in our emotional crises.

More evidence comes from children's books. I hope these figures are not still true for children's textbooks in general, though they may be for that class of books studied in this survey. These were not textbooks, but books that people would voluntarily buy for gifts. And they were books for young children that received prizes in the publishing industry in this country.

In the large majority of books surveyed and summarized, these conclusions were drawn, "A principal characteristic was the invisibility of

women characters. In the sample of eighteen book winners, there were 261 pictures of males, and twenty-three pictures of females. In the titles, there was a ratio of eight males to three females. In one-third of the books there were no women as characters at all, and in others, when they appeared, they were inconspicuous." Not one woman was portrayed in a job or a profession in this particular group of books which were published during a period of about two years. For the two cases where they appeared in leadership roles, they were fairies, or mythical characters. A similar study in Sweden showed boys "in situations emphasizing knowledge, action, and intrigue. Girls were portrayed as being devoted to clothing and personal appearance."

Now I believe, as did the author of this material, that those characteristics for women are not good for women as wives and mothers, regardless of whether women become traditional or nontraditional workers. The harm I see is not that the nurturing roles assigned to women are not important. That's not it at all. Personally, I would say that the most important role to be performed by human beings is probably that of rearing children. But, the thing I see that's wrong, the harm, is that nurturing roles are regarded as important for women and not for men. I believe that if boys could grow up seeing in large-scale -- as the dominant picture presented to them -- acceptance and admiration of men as persons who nurture children, when I think that they, as adults, would accept this, not as their sole role, but as a respectable and significant role. And the same would be true of girls. If they grow up seeing equal emphasis on girls as nurturers and girls participating in active, manipulative, power-exercising roles, they will accept that as admirable in women as well as men. And they won't think they're risking something by daring to do it themselves. Thank you.*

*Text edited from conference tapes.

NETWORKS, MENTORING

The Honorable Pat Frank
District 23
The Florida Senate

Following Judge Wentworth, I can't let this opportunity go by without telling you this true story of what happened to me. Last winter, I was in Minneapolis, Minnesota. And whenever I go to another city, I try to find out something about the local flavor of the community. I was riding in from the airport in a taxi, and I decided to strike up a conversation with the taxi driver. I said, "How do you like your job? Is everything going well here? Are you able to make a lot of money? The taxi driver said, "Well, I like my job but I want to tell you, I've got some problems here." He said, "This taxi authority is really bad." I said, "Who controls that?" And he said, "Well the City Council does. They're all corrrupt." And then he said, "But I guess I shouldn't complain, because we all know they're only a small tip of the iceberg compared to the state officials who are really criminals of the worst type."

Well, I sort of retired back to the end of the seat at that point. The taxi driver said, "But Minnesota isn't as bad as Congress. They are the worst." And he realized that as he was going through each of these levels of government I was becoming increasingly quiet. So he finally said to me, "You know, with my luck, you're probably a politician's wife." I said, "Well, I hate to tell you; it's worse than that..."

So we've got our problems in government, here, as women. When I drive down the street and the car's got a Senate plate on it, I know everybody thinks, "She's driving her husband's car." But, I think in Florida we are making some headway. As we start looking about at women officials that are elected, you see a very definite geographic trend in the state. We are in an increasingly favorable position in the Hillsborough county area. We have women in the City Council; we have women at the County Commission; we have a women in the House, and we have a woman in the Senate. That same pattern is somewhat the same in the Orlando area; then it goes down the east coast, but north--nothing.

Now, how has this come about? You do have to try twice as hard. I didn't win the first time that I ran. Usually politicians are not supposed to talk about their defeats. I think that women ought to talk about their problems. I didn't win the first time; I didn't win the second time; I didn't win the third time. But once I won, I got elected thereafter to every job that I ran for, and I ran for three different jobs. You've got to get the foot in the door.

Now, why didn't I win the first time, the second time, the third time? I have analyzed it, and I can pinpoint the reason. Was I a

different person then than I am now? I don't think so. Were my qualifications any different then than they are now? I don't think so.

One, my name is Patricia. I call myself Pat. I started calling myself Pat when I ran for public office in 1966. I never put a picture on a piece of political literature, and I tried to remain anonymous. I didn't win, but people knew I was a woman. People also knew I was a woman because the newspaper talked about what my husband did. My husband is a Union Labor Lawyer--an honorable profession--but it isn't popular. And of course, a woman would listen to her husband. Now, that doesn't happen to be the case in our family.

Did I have money? The first time that I ran I had three hundred dollars. I thought I was a qualified candidate. My opponent had eight thousand dollars. I lost. Have I had money compared to other candidates? The last time I ran I had thirty-five thousand dollars; I was sitting on top of the world. My opponent had sixty thousand dollars.

Now, what makes the difference in a woman's candidacy versus a man's? I want to tell you, that when you have women in power, power begets power. We are sitting, as women, on a powder keg. We are capable of electing women to office. That is not to say that we're going to depose all the competent men; but believe me, there are a lot who could easily be replaced with competent women.

In every political campaign that you look at, by and large, the women have done the work. The women have been the volunteers; the women have stuffed the envelopes; the women have gone door-to-door. But the women, when it comes down to patronage, are not the ones who handle the patronage and dole out the power. The men have gotten elected, and those who surround the men are, by-and-large, men. I, as a woman, depend upon those people who helped me get elected, and I rely upon them for their advice.

The people who elected me, by-and-large, who supported me, who went out and devoted their time to me on a day-by-day basis, are women. Therefore, I rely upon those people to give me advice. And then, when the appointments come up, who do I think of as a competent person, because I know those people better? I think of women.

The men are doing something that's a pattern that we've got to recognize--that if you're going to have women controlling things, you've got to have women at the top. Money is a problem, but it can be overcome with a lot of hard work. You can begin doing it. I'd like you to just think to yourselves, "Did I contribute to somebody's campaign in the last election? Why didn't I? Was it because I felt ashamed because I didn't have enough money to give them?" If that's the case don't ever feel ashamed. You go out there and you give them a dollar. You give them fifty cents. And then you pitch in with whatever

volunteer work you can give them.

I cannot accept the concept that we're a written-off generation. We've got competent women who are out there ready to be elected to office. I think we've got to set our goal in that direction. I would agree with Judge Wentworth that we're not going to arrive immediately at all the solutions to the problem of recognizing equality among the sexes. But one of the easiest and quickest ways we can get recognition is through the political process. I'm saying to you, feel a commitment when you get out of here. If there isn't a woman who is competent who's running in your area, you go out and find one. Don't feel that by promoting a woman, she's setting apart a place for you. In fact, when you put her there, you're putting yourself in power, so you're helping yourself. I'm giving you a challenge to go back to your own communities and look and see what's happening there. Get out and work, because we can change it. Thank you.*

*Text edited from conference tapes.

SIXTH GENERAL SESSION

INTRODUCTORY REMARKS

Elaine Montgomery
Assistant to the President
Pensacola Junior College

I have been assigned to introduce the moderator for our Sixth General Session. He is Florida's thirty-second Attorney General.

The Attorney General graduated from Florida State University with a degree in government and public administration. Graduating from the Stetson University College of Law in 1957, he was voted the Senior most likely to become a leader in his profession. After a private law practice, he entered government service in Tallahassee. He has served in a number of positions: as Deputy Secretary of State and Deputy Secretary of Commerce. He was Governor Reubin Askew's Executive Assistant and manager of his successful reelection campaign.

At this time, I would like to interject an important point in my introduction. Because I am a member of the Statewide Planning Committee of this Conference, I had access to inside information. I have learned that the Attorney General was interested even in the details of the planning of this conference. He was enthusiastic about the planning and its success. Because of his commitment to the conference on Women Moving Forward, I am especially pleased to introduce to you the second-youngest elected Attorney General of the State of Florida, the Honorable Jim Smith.*

*Text edited from conference tapes.

INTRODUCTION TO BARBARA GARDNER PROCTOR'S ADDRESS

The Honorable Jim Smith
Attorney General
State of Florida

Thank you, Elaine. I'm happy to see such a broad representation of state government at this conference. I know the Governor has been here, as well as members of the Cabinet, legislators, educators, and people in top staff positions. A conference on leadership, power and influence for women wouldn't have drawn a crowd like this fifteen or twenty years ago. Men had all the leadership, power, and influence, and little inclination to share it. Sexual equality was an extreme notion. The issue was remote. It wasn't even taken seriously fifteen or twenty years ago by the majority of women. Everyone knew that women did the typing and made the coffee while men had the managerial jobs and made all the important decisions. No one would have dared suggest that this was unjust and discriminatory. Although women held the numbers, assets and skills to exert a co-equal influence, their strength was unfocused, and so were the collective aims of the movement.

Obviously the situation has changed. Those few early voices have become a chorus. The goals of the movement have been clearly defined and are being steadily achieved. There's no more debate over the philosophy of sexual equality as an accepted thing. The final barrier is obtaining equal opportunity. That's what brings us here today. I don't know anyone more qualified to talk about overcoming barriers to opportunity than your next speaker, Barbara Gardner Proctor.

Barbara Proctor didn't wait for opportunities to be open to her; she made her own. And when she got to the barriers, she just climbed over them. Her story is one of great personal achievement. Barbara Proctor was born in Black Mountain, North Carolina, and was raised by her maternal grandmother in a house without electrcity or water. Such conditions would have discouraged most of us, but not her. She excelled in school, doing well enough to win a scholarship to Talladega College in Alabama, where she earned two undergraduate degrees. She intended to return to Black Mountain to teach, but on a visit to Chicago, she impulsively decided to find a job. It is obvious now that Barbara Proctor has conquered Chicago.

She became an international director of Vee Jay Records and a critic for Downbeat magazine. She played a part in bringing the Beatles to the United States in the early 1960's. She accepted a job with an advertising company as a writer, as a challenge. But after being fired for being too challenging, she started her own firm. She wanted to be her own boss after working with token corporate women in several

agencies. She also liked to refer to herself in those days as a double token: a woman and a black. That was the beginning of Proctor and Gardner Advertising, an agency that will post 6.8 million dollars this year in billings, and can brag about prestigious clients like Sears, Kraft Foods, FTD Florists, and the Santa Fe Railroad. Business Week includes Barbara Proctor among the top one hundred corporate women in America. Ebony magazine identifies her as one of the thousand most successful blacks in the nation. She's a bank director, a trustee of her college, a member of the Illinois Lottery Control Board, and the Chicago Mayor's Advisory Council. She's been awarded an honorary doctorate from SMU. With all this, she's the mother of a fifteen year old son. And I understand she always gets back home at night to be with him.

I know you're eager to hear from her, Barbara Gardner Proctor.*

* Text edited from conference tapes.

THE BUSINESS WORLD: TAKING INITIATIVE AND MOVING AHEAD

Barbara Gardner Proctor
President, Proctor & Gardner Advertising
Chicago, Illinois

Thank you, thank you so much. It is a distinct pleasure for me to be here with you today. It gets to be a challenge sometimes to try to wade through the invitations that we get to divert us from our money-making purposes and to come around the nation, but I'm especially delighted to be with you to share in any dialogue that has a double topic of women and power. Now usually those have been mutually exclusive terms. So it became a special challenge to me to join a discussion that not only talks about women and power, but adds to it as well leadership and influence and women. Now I thought surely I would need a passport to another planet in order to deal with that. But I checked my correspondence, and I wasn't booked for heaven yet; I was coming to Florida in the summertime. So I read on, and I found that this has been a very well-planned conference. And according to the briefing I was able to get today, you've already received a tremendous amount of terrific information on the status of women in America, and in Florida. But if they're using the same sources that I'm using, wasn't it pitiful?

Now all of our wonderful rap sessions, our conferences, and our small victories really are good, and this conference is very good. The truth is, however, that women are not really better off than we were ten years ago; we're simply more visible. And visibility is not progress, nor is it always a healthy indication of genuine and long-range change.

Things aren't really changing for the better or any more quickly, which is why this conference is important. Supposedly now, for example, you heard all of our marvelous credentials, and I am one of America's most powerful women. I was born in North Carolina. I live in Illinois. I spend several weeks every year in Florida. I'm so powerful that not one state I have anything to do with has ratified the ERA. Now that's power, you see, which is more visible than real. A mirage is visible, but it does not exist. And to some degree that is what the hoopla of women's tremendous progress really amounts to: it's a mirage. The closer you get to the facts, the further away the beautiful vision retreats.

Yes, it is true that more women than ever before are in the labor force. But it is equally true that we are concentrated in the lowest paying service and sales jobs with little or no impact on the decisions affecting the economy, the nation, and even our own destiny. There are forty-one million of us working today, and we represent over forty percent of the private sector, and over thirty percent of the government labor force.

Yet, we earn fifty-eight percent of the male median income, which is an actual decline of two percent since 1968. Women still represent less than three percent of all government employees in grade level G-14 and above, and women business owners still represent less than three-tenths of one percent of all business receipts in America. So what long way have we really come, baby?

Those glowing headlines, the ringing editorials, and the token testimonials are mirages. Women are systemically excluded from the economic mainstream of America. Yes, it is true that women hold title, or have their hands on great wealth. But it is equally true that money without control of its use is powerless. Last year women -- working women -- had an income of more than four hundred billion dollars. Now, that's a lot of money. After taxes we spent more than 350 billion of it in a gender-dominated marketplace where women had no control over the industries with which they spent their money: the cosmetics industries, the food industries, and the clothing industries. So more succinctly, in terms of where our money is and what it does for us, let's look at it this way. We took our 350 billion disposable dollars, which represented forty percent of all the money spent in 1978, and the industry permitted us to participate in only two percent of the board decisions, and ten percent of the top management positions in private industry. Big Uncle Daddy Sam allowed less than three percent of us to even attempt to run the country.

So yes, we have the bodies in the pool, but we're on the bottom, almost drowning, and we're not fairly paid. Yes, we accumulate money, but we have no influence on the people we spend it with. Yes, we even have the population numbers on our side. We're fifty-one percent of the voting population. And we live seven years longer, so we should be able to do something, even after somebody's dead. But with all of our thirty-seven percent voting balance, we elect nonresponsive men, and then we are left those seven years after they are dead to exist on welfare because his social security is not paying for us anymore. So yes, those numbers and all that money are beautiful, but its power is non-existent. Now why?

That question, and the background on the status of women that I gave that was so gloomy, are pertinent to us here today, and it is the basis for the remainder of my remarks. Now I shall try to refrain from the boring statistics, but occasionally I hope you will bear with me because to quote a religious phrase, I hope the truth will set us free. And we don't usually get all those facts. They're available, but they're not in one place, and they're not all available to all of us at the same time. But they do show that women should be angry, and women should get organized, because they've got everything going for them. So what's wrong?

Apparently, we need some networking and some attitudinal changes. It is as simple as that. The macho myth that allows men to dominate us has us believing, and without much challenge from our side, that there is something magical about the male genes and business competence, and

that women's predicament is of our own independent choice. That is not true. Men are better at business because men have more experience at business. And we believe we can't make it because we've never really had an opportunity to try. Given a network of support, we could be just as effective as they are. The male network translates every male success story into the male superiority myth, and then it very successfully supports the man while he's fumbling around trying to get it right. He just keeps dragging out his failure until somehow or another he gets it right.

Now, for example, in 1960 President Kennedy had this terrific idea: he established a Presidential Commission which would have the specific responsibility to solve, not all the problems of the nation, but one problem. A special committee to solve a special problem with the best male minds in America was a new idea in government. Since that time in 1960, Presidents Johnson, Nixon, Ford and Carter have piled Presidential Commissions on top of Presidential Commissions with one problem each. Not one single commission has ever solved its problem and gone home. As a result, today there are more than three thousand Presidential Commissions still in existence.

Another reason that the male macho myth works so well is that men, unlike women, define themselves and determine their own credibility. They say, "We're great," and they tell each other they're great. And before they will relinquish the right to do that, before they will allow anyone to mess with their self-esteem, they will define others, and even redefine others when necessary. Now probably it begins someplace else, earlier. But we can trace that redefinition in America back to 1492. Remember what happened? Here was this nice, Italian man who was lost, half-starved, emaciated, with a mutinous crew at his back, and he steps off the boat and says, "India." Now he is on the other side of the world, nowhere near India, yet Christopher Columbus, with perfect male logic concluded, "I was looking for India. This is land. It must be India. And therefore, those red people pointing those arrows at me must be Indians." So chow, baby. We have an entire people on this continent who have been misdefined forever. Male confidence. Arrogance, even. The willingness to risk being wrong and make it stick: those are the qualities which make men dominate, which keep them motivated, which keep them in control and moving ahead. And those are the qualities that women must develop in order to move into the control positions, to maximize all those resources that we have. It is male motivation, attitude, and networking which teaches team play, support roles, survival, goal-setting, and yes, unfortunately, domination.

The first psychological adjustment to make is to believe that women can run our lives, our businesses, and our country because, when all the facts are in, it couldn't hurt. There is simply no way we could be worse then the men are. It is just impossible. We have run-away inflation, spiraling unemployment, mushrooming taxation, and utter chaos inside the government, industry, labor, and interpersonal relationships. We have diseases for

which there are no cures; we have cures, such as the swine flu vaccine, for which there is no disease; our dollars are falling, our prices are rising; we can't keep our Skylabs up. So what do we have to fear? Could we do worse? In the last twenty years, we have managed to get on the wrong side of history in ninety percent of all the international conflicts we meddled in. Redefinition again. Those weren't wars, those were conflicts. Yet more Americans have been killed in the twenty-eight years after the last war than in all the wars preceding it. Conflict--redefinition. Male macho at work again.

Now this is not a litany of charges against men -- not at all -- and certainly not against any administration. What it is, is just a short recitation of the reality: our country is run by men, and men are merely mortals. You have nothing to fear from them but the myth. So do not feel small and vulnerable in your goal setting. With just a little practice and an ole girls' network, you can be just as big and powerful and pushy and arrogant as the men can be. It all begins with your mind, and your willingness to challenge the myth and the mind-set. When you have completed a super job, a super project, and you deserve recognition, tell your supervisor to forget the roses; you want a raise.

The raises, not the roses, mind-set, touches on the very heart of our dilemma. Over and over as I travel throughout the country I hear women agreeing on some fundamental issues such as equal pay, and then rushing on to declare, "But I'm not a Libber, or anything like that." That apologist attitude indicates a dangerous need to be loved, to be smiled on, to be accepted, at any cost. And it has cost us dearly.

We have given men positions of domination and authority on everything in our lives. We have taken our bodily health, our problems, our mental problems and frustrations to male doctors. And they have made us feel inadequate, and have altered our projections of ourselves through chemistry. Today women are the major users of psychiatric drugs, such as depressants, stimulants, and sleep inducers. In the case of tranquilizers and stimulants the usage is two to one compared to men. And ninety-seven percent of all the mind-altering prescriptions are coming to women from doctors who have had no psychological training at all. Now old Marcus Welby, the studies show, has two prescriptions for stress and the problems of our time. Men are encouraged to take up sports, exercises, gruop activities or a woman. Women are given prescriptions and pills. And as a result, sixty percent of all emergency room drug overdose cases are not street junkies or kids, but women on prescription drugs. Valium is the number one chemical.

Our reverence for the male myth has us all locked politically out of the system, even though we are more than half the voting population and do more than eighty percent of the organizing, graphically called the boiler room work of no importance. Consequently, in United States

history, only 103 women have ever served in the Congress, compared to more than 11,000 men. No woman has ever served on the U.S. Supreme Court. Nancy Kassenbaum is our lone woman Senator. Before today, we did have some magic arithmetic going on, with the distinction that for the first time in history we had two women in the Cabinet at the same time on three jobs; that's kind of clever right there. We have two women with three jobs, but with the resignation of Juanita Kreps, we're back to one and one again, which is where we've always been. Nationwide, in spite of our fifty-one percent voter eligibility, we hold nine percent of all the elected offices in the land. And that is why we're in this ironic situation now, where the twenty-eight member congressional committee now considering the abortion issue are all men. How ironic can we be? I'm sure you've had the stats on education, and you know that women are ninety-seven percent of the kindergarten teachers and three percent of the administrators at the top. So we won't go into education.

Regardless of the area of concentration or study, evidence is abundant that the status of women is a result of attitudinal patterns which prepare men to lead and command, and women to follow and serve. And if you are ever to fly up there with the eagles, then this need to be loved at any cost must change. We must put aside the roses and ask for the raises. We must discard the psychology of pretty rewards which allows the only female VP, the biggest title in the company, to have the smallest staff, or a job description for an Assistantship to call for leadership skills, people management, budget control skills and typing at 60 wpm. You know where that job is. We must also discard the attitude that women must be beatiful to be included. There is an entire psychology rampant among women that's called "I'd rather be dead than ugly." Why? Instead of sharpening our mental and managerial skills and learning those corporate games that mother couldn't ever teach us, we spend ten billion dollars a year trying to arrive at a male-defined kind of beauty. And that is no mean task. Because at the same time we must be both thin, skinny and big-chested to be beautiful. Same time. We must be dumb and beautiful. We must look young, but have the wisdom of a mountain mother. We must be an attractive accessory and an admirable functioning commodity. Every man wants a wise wife and a dumb mistress. So we go on as a single woman, answering all these schizoid bells. And it's tearing us apart.

And that is why we have difficulty penetrating the power structure. We have no or low self-esteem, and men should not be expected to value us any more than we value ourselves. They simply do not allow non-essential definitions to impede them. Men are never ugly. They have craggy features and rugged looks. Now, that all translates to power. If he has the money, who cares? And we must remember our premise here, and that is that power <u>is</u> as power is <u>defined.</u> And who creates the definition? At the moment men have the power. Men also have the money. So sometimes we get confused, and believe, erroneously, that money is power. Power is bigger than money. If you have enough power, you don't need money. And if we examine the universe of women and money,

we can demonstrate that quite easily.

In terms of the super bucks, there are two thousand more female millionaires than there are men. On paper, women have titles of the majority of the individually owned stocks and bonds of the economy. We mentioned that working women generate more than 400 billion dollars a year by themselves. And our married sisters influence eighty percent of the purchase decisions in over 600 billion dollars in the marketplace. So women truly do have title and access to money. But we have no control over the marketplace in which that money is spent, nor in the influencing of all that equity we have title to. So in the final analysis, it is clear that money without the authority to control its use and its distribution is powerless.

It is my position that the only missing element in the women's movement is the will of the women themselves. We need to change our attitude about risk, to decide to move on anyhow. We are trapped within the mindset of impotence, and with real evidence to the contrary, we still believe the image of women and the world we see projected in the media. The male-dominated media. We feel uncomfortable and afraid to challenge the media myth of the super family, for example. They tell us that the family is Dad, the breadwinner; Mom, the slightly daffy but supportive housewife; Junior, the bright young stud going to be just like Dad; and Sis, the naive and vulnerable virgin. Well, it ain't so. As a matter of fact, only seven percent of American families fit that mold. There is a dramatic change in the real American family and the woman's place in it, and we're not exploiting that change. The implications are profound, if we use them right. The census study in June 1978, for example, found that over 1.1 million unmarried couples live together, more than double the number ten years ago. More than one-fifth of all American households consisted of persons living alone, six million men, and almost twice as many women, 10,400,000. Eight million families were supported by women who were not living with a husband. Now that's one out of seven families headed by a female, and in the black community, it's one out of three. Twenty-two of every thousand good old solid marriages ended in divorce last year, double the divorce rate of twelve years ago. The national profile is changing.

And of those marriages and families that work, some interesting information emerges concerning the role of the working wife. There are eight million families in which both hold jobs year round, mother and father, or husband and wife. Their median income is $23,000, half again as large as the median income for all families. And dumb and young she is not any longer. The more education a woman has, the greater the likelihood that she will seek paid employment. So she may be married, but she's also working and smart. Among women with four years or more of college, three out of five are in the labor force, married or not. And her median age is not a frivolous and sexy twenty-five or fifteen, as it's projected, but thirty-five years old. Her judgement on money matters is very sound; she is not impulsive. Her downfall is lack of experience in

a particular product category, but once she understands, she shops carefully and with deliberation. So while the corporate/beaurecratic male likes to perceive women as indecisive, or prone to yielding with just the right stroking, only ten percent of all women -- housewives and working women -- consider themselves impulse shoppers. Twice as many, thirty-eight percent, said they planned their shopping. Information provides the good, old, comfortable evidence that women do indeed buy ninety percent of all the food. They also buy fifty percent of all color televisions, twenty-five percent of all new auto tires, and twenty percent of all the beer, and seventeen percent of all the life insurance.

You will not find this universe of shared shopping reflected in the program content of your media. What you will see in the commercials are guys gallavanting through airport terminals and crossing freeways in a single swerve, all suggesting the prowling, conquering male. Marketing data points out that the career-oriented working woman is far more likely to own her own luggage, use traveler's checks, and travel outside the United States. Currently, it is estimated that one out of every six business travelers is a woman. Women book twelve million hotel rooms a year, whether the commercials suggest it or not. American Express may not pay attention to it in its commercials, but 1,700,000 card holders of the American Express are women. While it appears that men have reason to get away from it all, of the 160 billion dollars spent on leisure in 1977, 128 billion of that was controlled by women. And in 1978 for the first time women spent more money for transportation than for food. The reason this information may come as a surprise to you is that women tend to look to men for their data that's important, and so far men have not fed women into the great marketing computer in the sky. Data must be pieced together by some person of direct concern, usually a woman, and then who listens to her but other women?

According to the U.S. Civil Rights Digest, there are seventy million descendents of immigrants from Ireland, Italy, Spain, Greece, South America, and the Slavic nations here. Now that suggests that thirty-five percent of Americas's white population is of white, ethnic immigrant descent. For example, New York has more Jews than Tel Aviv, more Irish than Dublin, more Italians than Rome; Chicago has more Poles than any city in the world, including Warsaw. Yet, talented white ethnic actresses are rejected and are not permitted to project the image of the reality in this country. They are told they are too ethnic to be a viable spokesperson for the product. So we have stuck with the outmoded marketing images and techniques that are costing marketers millions of dollars, our country more than money, and women their self-esteem.

What this conference is all about is helping to change those old stats, and to develop the network in order to get the new information out. And it's going to work because we have the new women communicators coming. In 1977, the Columbia graduate school of journalism enrolled more women than men for the first time in its sixty-five year history. In 1976, almost thirty-four percent of all doctorates were earned by women. And

new women consumers are coming. Last year, thirty-nine women-oriented magazines with a combined circulation exceeding 47 million surveyed their readers, and found ERA support the most popular type of reference article among all their readership.

The rules and regulations are coming. The U.S. Civil Rights Commission has issued its findings on women and minorities in television appropriately called "Window Dressing on the Set." And it's pressing industry sources to come up with programs that don't project these images, these distortions. The commerce department has issued its findings of women in business, appropriately called "The Bottom Line: Unequal Enterprise in America." These and other government initiatives will elevate the issue sufficiently to crack the door of opportunity for women. And you will have to develop the stamina, the skill, the will, to take advantage of each opportunity, for it won't come again in your lifetime.

You will be relieved to know that we have new women in the new women's network who have a sense of humor as well as a sense of challenge. Our sister Ellen Goodman has developed a new improved ideal woman which I like to share with all women's groups. Ellen Goodman says, "Superwoman gets up in the morning and wakes her 2.6 children. She then goes downstairs and feeds them a grade-A nutritional breakfast, and then she goes off to her $25,000-a-year job doing work which is creative and socially useful. Then she comes home from work and spends a real meaningful hour with her children, because after all, it's not the quantity of time, it's the quality. Following that she goes to the kitchen, creates a Julia Child sixty-minute gourmet recipe, having a wonderful family discussion on the checks and balances of the United States Government System. The children then go upstairs, and she and her husband spend another hour in their own meaningful relationship at which point they go upstairs and she is multi-orgasmic until midnight." Well, that's fun.

I think as I close here I wish to leave you with a formula for decision-making which has worked for me. It is not particularly unique, nor revolutionary, nor mystical; it is merely a combination of hard work and common sense. First, we must develop a strong communication network to help us get rid of the existing fears that are there. We are stuffed with gender-dominated media images of ourselves, which keep us feeling afraid and each sister feeling isolated and alone, and personally frustrated. It is the media projection in television commercials, situation comedies, daytime soaps and films, which keep hammering at us to see ourselves as weak and wild-eyed. Our accomplishments are kept from each other, our eccentricities exaggerated and blown across the country. Even those of us who are reasonably successful are embarrassed by that success, and tend to hide it from our friends while we parade some of the same old masculine cliches that we've heard in the past, such as, "Well, yes, I enjoy being president of my company, but my real fulfillment comes from taking care of my family." "Of course I climbed the Alps three times, but it was nothing compared to the miracle of

childbirth." Now, no man has ever had to make that kind of comparison. "Yes, I make more money than my husband, but he is still the man of the house." No man has ever felt the necessity for defining your role in the house. "Of course I studied sixteen years and took twelve batteries of tests before landing this job, but I got it because I was lucky. I was in the right place at the right time." No man ever admitted that he was not a one hundred percent genius created for whatever position he got. That's attitude.

At a journalism convention during the bright period of her life, Washington Post writer Sally Quinn responded to a question of how she made it as a writer. She said, "Well, being blond didn't hurt." Okay, now, Sally has some reason to be insecure. After all, being the blond daughter of a three star general didn't hurt much either. And then the first time she went into Ben Bradlee's office to take a position as a Washington Post columnist, she admitted that she couldn't write. But Bradlee took one look at her vulnerable blue eyes and her pretty blond hair and responded that nobody's perfect, and she was working. Instant fame.

The point here is not that Sally Quinn is a bad writer; she's competent. The point is that because of a gender-dominated society in which pretty little blond girls with good connections are passed like beautiful accessories from father to man, to man, she will never know how good she really is, or how good she can ever become. And that makes Sally Quinn as much a victim of sexism as those of us with brown hair or black skin. And that's why we need a network. It means breaking the chains that separate us and breaking free in order to see each other for our strengths and our weaknesses. The network is our cocoon. Gathered throughout this land are competent contributing females who feel alone and isolated. We don't really look for each other because we don't know what to look for.

I was reading the latest issue of one of our leading ladies magazines not long ago on the plane, and came across this list of the ten women most admired by the women of America: Anita Bryant, Pat Nixon, Mother Teresa of Calcutta, Rosalynn Carter, Barbara Jordon, Anne Morrow Lindberg, Beverly Sills, Betty Ford, Julie Nixon Eisenhower, and Princess Grace of Monaco. Now careful analysis of that list does more to instruct us than volumes of sociology, psychology, or logic. We don't know about our strengths and our strong women, because the media reinforces our dependencies and our stereotypes. The only way the media projection of women will change is when women are in positions of control in media.

We need a network because we need to pass information along. We need to begin to control the media which so poorly defines us. And we need to overcome the fear of failure. Courage, determination, and confidence have no genetic properties, and therefore are neither masculine nor feminine. Women have been conditioned to suppress these traits, and

they are traits that are necessary for progress. Without the courage to risk, anyway, without the determination to try anyway, without the confidence to move anyway, in spite of, even though -- without courage, determination, and confidence, you will stand rooted in your present position as the risk-takers pass you by. And the risk-takers will be men.

As we begin to define ourselves and our priorities, there is no question that men are an integral part of women's progress and development. Certainly, their positive support is welcome and needed. But historical reality suggests that women will achieve equality only when all women are committed to equality. Blaming men is not a total agenda. We must solidify women, we must network, and determine what things are truly worth fighting for. I am delighted to have been with you today and because assignments are always supposed to be concluded with how-to's, I want to leave you simply with three. We call them the Golden Rules for Rookies who are just entering the game.

1. Determine to succeed. Success is a mental process. Look at your future through high-powered binoculars, not a microscope.

2. You cannot soar with one foot on the ground and one wing in the air. Make up your mind; take the risks, anyway. You have nothing to lose. Women are on the bottom now. You can't fall off the bottom.

3. And finally, when it all gets to you -- and it will, believe me, it will -- remember, stand up. Remember that playing to win is the only way to score. So stand up, take charge, speak out forcefully and with authority, and then remember -- don't cry until you hang up the phone.

Thank you very much.*

*Text edited from conference tapes.

INTRODUCTION TO DONNA SHAVLIK'S PRESENTATION

Piedad Robertson
Executive Assistant to the President
Miami-Dade Community College

Let me start off by talking about networking, which seems to be the question we're all eager to consider. I do not know too much about the private sector, but I think that we have not had the opportunity to talk about one national networking system that is available to all of us in education. Through the American Council on Education, we have a women's identification program for women in higher education administration. Donna Shavlik has been with us these two days, but I don't think she has had an opportunity to talk about this network. Before I talk about what's going to happen in the workshops, I would like her to briefly explain to us the possibilities of that network.

NATIONAL IDENTIFICATION PROGRAM FOR THE ADVANCEMENT OF WOMEN IN HIGHER EDUCATION

Donna Shavlik, Associate Director
Office of Women in Higher Education
American Council on Education

I'd like to take just a few minutes to say what I didn't get a chance to share with you in last night's session, and that is to describe a network which we're trying to put in place for women. The network is for all women in higher education at every level, but we're starting with the top because we feel that's where we ought to be in terms of the influencing structure.

The network is called the National Identification Program for the Advancement of Women in Higher Education Administration. We hope to increase the number of women in administration in higher education. As you heard last night from Jack Gordon, the statistics on that are poor, and as you heard reinforced by Mary Seals, they're even poorer when you go through all of the levels of higher education administration in the State of Florida.

We have put in place a planning committee whose purpose is to make it possible for each institution in higher education to have a representative to the National Identification Project in Florida, to work for the advancement of women in higher education within the state, and to be

associated with the program throughout all of the fifty states. I encourage you to contact the person who is the representative on your campus, and to begin to formalize the network that Gertrude Simmons talked about earlier. We do neet some formal aspects to the network, as well as the informal ones.

In addition to the network of women, we have been very fortunate because the ACE is primarily made up of presidents, and that is primarily a male network. We are trying to infuse the network that we're developing among the women, with a network of men in administration in higher education. Pete Masiko has been very instrumental, both on the national level and here in Florida in working with us. I urge you to speak with him about how we can involve additional members of the male sector in higher education in Florida.

I can't tell you how exciting it is to see a state building on the concept that you're developing here, which is an interlocking network of all women at every level in the employment sector and in every arena--business, government, and higher education. Thank you for this second chance to give you an opportunity to know a little more about what we're trying to do by using the resources of the American Council on Education to support women in higher education administration. Next time I come to Florida, I hope we have several women presidents, and I would like to help you work on that. Thank you very much.

PREVIEW OF CONCURRENT SESSIONS

Piedad Robertson
Executive Assistant to the President
Miami-Dade Community College

Let me talk very briefly about the three workshops. We have heard two things from Barbara Proctor. One is networking; the other is attitudinal changes, and our workshops have to do with attitudinal changes. The first workshop has to do with "Women and Executive Development." I think that we already know about women and executive development--at least we know about executive development. Anyone who has had to work with men knows how to deal and work, and be an executive. Now we simply need to polish up these skills and let them know that we're coming. That's what this workshop will be about.

The second workshop is "Planning and Budgeting: An Opportunity for Today's Women." Well, we know all about planning and budgeting in our homes. So we don't need to know too much about that. We know, we just need to let them know that we know.

The third workshop is "Dealing with the Successful Woman in your Life." I do hope that all the men here will be participating in that workshop because we know how to deal with the successful woman in our lives. We need the men to know a little bit about that.

The three workshops will run concurrently. Have a nice session.*

*Text edited from conference tapes.

CONCURRENT SESSIONS

WOMEN AND EXECUTIVE DEVELOPMENT

Melvene Hardee, Presiding
Senior Professor of Higher Education
Florida State University

Francena Thomas, Discussion Leader
Director of Minority Affairs and Women's Concerns
Florida International University

Because of an unfortunate accident this session was cancelled.

PLANNING AND BUDGETING: AN OPPORTUNITY FOR TODAY'S WOMAN

Patricia Lutterbie, Presiding
Assistant to the President
Florida International University

Ilona Turrisi, Discussion Leader
Director, Budget and Analysis
Florida State University

EXCERPTS FROM ILONA TURRISI'S SPEECH

The public sector is influenced, and to some degree controlled, by public policy. Increasingly, this public policy is such as to require planning and reporting documents, which in turn require the identification of a specialized staff. Let me digress here and talk to you about the kinds of influences, external influence, public policy influences, that I'm referred to. This is my own taxonomy.

Category 1 of external influences, I call the governmental priority influences. State appropriations for basic support is an example. Legislative request budgets, reports of successes, indications of need, those are the kinds of things that I include in Category 1. We need different kind of reports to address those influences.

Category 2 influences are what I call governmental intervention -- the public policy decisions which result in categorical funding. Other kinds or reports are required here.

Category 3 influences are those that deal with regulatory mechanisms. Affirmative Action policies, Title IX, and corrections required to accommodate the handicapped are examples of regulatory mechanisms. Often there is no additional funding accompanying Category 3 influences. Always additional reports and decisions are required.

Category 4 influences are the accountability mechanisms -- all the reporting requirements, both financial and programmatic.

Finally, in Category 5, which I call the spurious influences, I've lumped together all the others. For example, in education, the Carnegie Commissions Report and our newly-established Commission on Postsecondary Education, are examples. Individuals like Governor Graham and Jack Gordon, are examples of spurious influences. They too influence the reporting, and influence decision making.

I mention these external influences to emphasize that public policy is no longer such that funding is based on a generally desired and accepted goal. Nobody just gives us money and tells us to do our thing. Public policy today is such that immense detail is required prior to the funding decision, and a variety of evaluative and financial reports need to be submitted after implementation of the program.

The consequence of this emphasis on accountability has been an increase in a required work force in the planning and budgeting area. It is a tremendous opportunity for both men and women. It is a place where, as one of the past speakers mentioned, you can create your job.

Another consequence of this emphasis on public policy and accountability is the changing skills that are required of administrators. They must now be sensitive and knowledgeable of data. They must know evaluation procedures, and how to request and spend funds in accordance with a set priority. Administration now must include an ability to work with numbers. Affirmative Action Administrators, for example, must set quantitative goals; they must know how to do that. They must evaluate the extent to which their own institution is meeting those goals, and they must know how to implement changes that are needed.

Let me now make a transition to really the essence of the workshop, that is, how the planning and budgeting process works and how to be more comfortable with the numbers.

In dealing with administrators, both men and women, I have been impressed with the reverence, the anxiety, with which they perceive people who handle quantitative areas. It is misplaced. Continued interaction with the woman administrators particularly, overwhelmingly persuades one that this is not a matter of incompetence. Rather, it is something which I call mathophobia.

Women do. And they can. What do we hear? "I'm no good with figures. Math was never my best subject." Further, we tend to interact with figures in the same way that we interact with words. We're not apprehensive about finishing a sentence, yet we're very afraid to make projections. It appears that we need to know one hundred percent of the population before we can dare imply an impact that will happen in the future. Learn to feel the numbers.

In the field of planning and budgeting, and I'll emphasize that this component is inherent in every administrative job, we must be able to use data, to project impacts for the next year to five years from now. In essence, we must conquer our mathophobia. Two researchers, working at Wesleyan University, concluded, in a paper that has not been published yet, that math avoidance is inappropriate in college-educated adults, and that math anxiety needs largely to be confronted in order to be cured. Believe that.

Let me summarize some general concepts the administrator should bear in mind. They won't all apply, but they should all be considered.

Planning and budgeting is not a disjointed process that takes place one year at a time. It is a continuous process. What happens in one year is remembered in the next allocation cycle.

The essence of the budget process is the request document. Even if a request budget is not solicited, and in some universities in the system it is not, the administrator should submit a report at least, or a request.

What should the request include? Mostly, it should be used as a communication device between you and your supervisor. Over the years the communication channels will open. The request document should consistently add to your credibility. Gameplaying, threats, over-stating your need may work once. The cost in credibility is not worth the risk. Your request should present needs that tie in closely with the university's, or community college's mission, and sometimes you have to work to find out what that means. Always remember that you

are a part of the whole, and you may perceive your area differently than it is perceived from above. Until you know what those perceptions are, until you know how you fit into the scheme of things, you cannot change it. Budget request and subsequent discussions should give you a clue. Be sure to listen for those clues and don't take them personally.

Be aware of the budget process at the most central place. For example, for a public university, I mean the Board of Regents and the Legislature. That awareness will give you a better understanding of what is happening within your own institution, and it will expand your ability to communicate with your supervisor. It may also help you deal with an uncertainty period which we seem to have -- by that I mean the period between Legislative appropriations and the disbursements within a university. Let that awareness permeate your expectation and your request.

Don't submit a request budget that asks for an increase in a time when the institution is being severely cut back. There is a good indicator, by the way. In terms of state funds, if the state funds are allocated to your institution at eight percent and the salary increases for that year amount to six percent of your total budget, that is a good year. You can expect some program expansion. If the allocation to your university, for example, is four percent and the raises are still six percent, you'll be lucky to hold on to what you've got. Do not build those expectations within you, in that four percent year, to receive a substantial increase in your allocation. You'll only be disappointed, unless you have made a super case.

Know the budgeting system your supervisor uses. If he uses an incremental, or decremental budget, you use it. If he uses a zero-base budgeting system, use it. The same goes for any other budgeting system which may be employed. My point here is that if you decide to use a zero-base approach, and you and your staff work countless hours to prepare an honest and thorough document, and your supervisor uses an incremental model, you will not receive constructive feedback. Just as important, your staff will feel that their efforts were useless, and the budgetary process, in other words, decisions on funding, are suspect. That is not the case, you are simply miscommunicating.

I'm not suggesting that you stop your analyses of unit costs, or if you're ambitious, cost benefit, cost efficiency, or cost utility. They're helpful data in support of your request, but let your primary pitch be on the same basis as the decision-making process. Find out how decisions are made well before budget time. Vice-Presidents, Deans, budget people, get very busy during budget time. They're not as busy during the rest of the year.

We are describing here not only a straight-forward statistical procedure, but we are talking about a political process, and it takes time to communicate that. Most people tend to attribute a specific budget decision to a level higher than the one at which it actually occurs. If you are a department chairman, concentrate on how the dean allocates the resources. If you're a dean, know your vice-president; if you're a vice-president, know your president. Don't blame the president or vice-president for your department's allocation. Chances are, they had not much to do with it. Know where the decision is being made and concentrate your efforts there.

A word on use of data -- wherever possible, use official university figures. Call the institutional research office, or that office which compiles, distributes, publicizes that particular data. Don't spend valuable personal discussion time in arguing about the figures. You may prove you're right, and you may have lost valuable time in arguing your case.

Wherever possible, you should use comparative data. Let your supervisor know you are aware of funding differences. You might find out that you have a perception or a priority problem, rather than a simple budget problem. Finally, don't cease budget communication after you receive your allocation. Tell him all you can do; tell him what you can't do. Give him an opportunity to comment or supplement. You know, administrators always keep reserves somewhere.

Let me turn to some personal observations, and I'm still learning in this area. There are some "Be's" that I apply to myself, and I thought I'd share them. I'm very careful about the erroneous perception that only men can keep a confidence. I know that one slip, and you've reinforced it for life.

We need to be honorable and fair. Arbitrary decisions are acceptable. Capricious decisions are not. There's nothing wrong with making an arbitrary decision for a good reason.

Don't pursue power as a first priority. Sometimes your decision may more appropriately need to be announced by someone else. A friend of mine came up with an hypothesis, and his comment was, the more power you can give away, the more secure you'll be, the more power you'll have. I think there's some truth to that. If you are an administrator, or if you are interested in the budget and planning process, or if you work in that area, you have to recognize that information and access to the budgetary process is perceived as power. It has to be handled carefully. Credibility is of the essence.

Finally, I try not to let myself become overly cynical. Consequently one of my last "Be's" is to let a small segment of idealism live and prosper within me. Assume honesty and integrity in the people that you work with. Being assertive and being aggressive is not the same as being unpleasant, and people work much better with you if they do not mind being in your company.*

*Text edited from conference tapes.

DEALING WITH THE SUCCESSFUL WOMAN IN YOUR LIFE

Ann Bromley, Presiding
Vice President for College Projects
Santa Fe Community College
Gainesville, Florida

Sharon L. Connelly, Discussion Leader
President, Resource Development Systems
Arlington, Virginia

Jerry Gullo, Discussion Leader
Training Manager, Florida Department of Agriculture and Consumer Services

SUMMARY OF GROUP DISCUSSION

Exercises and questions were designed so that participants could examine one particular relationship, whether the situation was that of a man dealing with a successful woman, a woman dealing with another successful woman, or a woman dealing with her own success. For example, participants were asked to select one relationship and ask, "What is good about this person being successful?" and "What is bad about this person being successful?" If appopriate, participants also asked, "What is good about this person being unsuccessful?" and "What is bad about this person being unsuccessful?"

In addition to individual exercises, women discussed how they would like to be dealt with as successful people. Sharon Connelly discussed strategies for an individual affirmative action program, particularly the strategies of stress management and role negotiation. In the latter, participants finished the sentence "I could do my job better if...." as they identified needs and phrased them in a way that invited negotiation. The lengthy discussion and the individual nature of some of the exercises prohibit a detailed summarization of this very productive session.

GENERAL DINNER SESSION

INTRODUCTORY REMARKS

Mary Ann Wolfe
Former Youth Coordinator, Women's Bureau
U. S. Department of Labor

INTRODUCTION TO SARAH WEDDINGTON'S SPEECH

The Honorable Ralph Turlington
Commissioner of Education
State of Florida

EDUCATION'S RESPONSIBILITY TO PREPARE AND ACCEPT WOMEN FOR LEADERSHIP ROLES

The Honorable Sarah Weddington
Assistant to the President
The White House
Washington, DC

Because there were no tapes or notes for this session, we are unable to present the text of Sarah Weddington's speech.

CONFERENCE RESOLUTION *

WHEREAS, the participants of this statewide conference "Women Moving Forward" met in Orlando, Florida, on October (3) third and (4) fourth, 1979 and have joined together to promote and further the social and economic needs of all women, this body, therefore, wishes to extend its sincere appreciation to all of those who have made possible this interchange of ideas and concerns. We look forward to the endorsement of the recommendations developed through the conference by the sponsoring groups as well as by others in leadership roles throughout the State of Florida.

* (Approved by Conference participants on October 4, 1979, Orlando, Florida)

STATE UNIVERSITY SYSTEM OF FLORIDA
107 W. Gaines Street, Tallahassee, Florida 32304

November 30, 1979

The Honorable Bob Graham
Governor
State of Florida
The Capitol
Tallahassee, Florida 32301

Dear Governor Graham:

The Systemwide Planning Committee for the conference, "Women Moving Forward: Improving Florida's Economy Through Leadership, Power and Influence," wishes to add its thanks to the letters of appreciation sent by Ms. Delores A. Auzenne and Dr. E. T. York for your participation in and support of our October conference.

In response to your challenge to develop a State Plan of Action, we are pleased to submit the resolution and recommendations for such a plan to assist you and the sponsoring groups in initiating programs and implementing actions which will result in positive change. Through your leadership, we are confident that leaders from industry, government, education and the community can be challenged to utilize the talents and energies of women to the fullest. We are requesting that you give priority to these recommendations in order that we may all begin the serious task of implementing our State Plan of Action. We will be happy to assist you in this very worthwhile effort.

Elaine Bloom, Conference Coordinator and Vice Chair, Florida Postsecondary Education Commission

Delores A. Auzenne, Special Assistant to the Chancellor, Florida Board of Regents

Debbie DeLee, Executive Director, Florida Commission on the Status of Women

Tom Furlong, Associate for Program Policy Analysis, Department of Education

Melvene D. Hardee, Senior Professor, Higher Education, Florida State University

Patricia Lutterbie, Executive Assistant to the President, Florida International University

AN AFFIRMATIVE ACTION – EQUAL OPPORTUNITY EMPLOYER

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Mary B. Seals, Coordinator for Human Resources, Office for Equal Opportunity Programs, State University System

Gertrude Simmons, Vice President for Academic Affairs, Florida A&M University

Cleo Higgins, Vice President for Academic Affairs, Bethune-Cookman College

Sincerely,

Delores A. Auzenne,
on behalf of the
Statewide Planning Committee

DAA:Sjs

Attachments

cc: Florida Board of Regents
Florida Community College System
Florida Governor's Commission on the Status of Women
Florida Postsecondary Education Commission
American Council on Education's National Identification Program for the Advancement of Women in Higher Education
Florida Council of 100
Florida Chamber of Commerce
Florida Commission on Human Relations

Recommendations to the Governor

Based upon recommendations submitted by the conferees of the conference, "Women Moving Forward: Improving Florida's Economy Through Leadership, Power and Influence," held in Orlando, Florida, on October 3rd and 4th, 1979, and the Conference Resolution, the Statewide Planning Committee urges the Governor of the State of Florida to give priority to the following major recommendations constituting a State Plan of Action to move women forward:

I. Actively promote the passage of the Equal Rights Amendment in the State of Florida.

II. Immediately establish an Office for Women's Concerns reporting directly to the Governor in order to assist the Governor in promoting Equal Opportunity under all State and Federal laws. The Office would be responsible for the implementation of a State Plan of Action which addresses women's concerns in business and industry, education (K–12), higher education, government and local communities. In order to accomplish this, the Office for Women's Concerns should be funded adequately and assigned the responsibility and the authority to meet the following objectives:
   - A. The development of coalitions representing industry and business, government, education, and the community to provide support, initiate programs, and facilitate the efforts of the Office for Women's Concerns in carrying out its responsibilities.
   - B. The development of systems in conjunction with coordinating groups to enable the Office for Women's Concerns to:
     - monitor the effectiveness of the implementation of agency affirmative action plans;
     - coordinate the evaluation of the effectiveness of the State's progress toward meeting its commitment to equality for all Florida citizens;
     - develop and implement strategies for change and make recommendations to the Governor to facilitate this change; and
     - monitor the enforcement and adherence to existing laws in conjunction with the Florida Human Relations Commission and other groups.

III. Adequately fund the Governor's Commission on the Status of Women so that it can effectively work with the Office for Women's Concerns in its mission to identify and assess the needs of women in Florida and to serve as an advocate for women.

IV. Implement the following recommendations through the Office for Women's Concerns:
   - A. Coordinate the development of a system to collect statistics by race and sex of all statewide committees, commissions, councils, Boards of Directors, District Boards of Trustees, Board of Regents, and other influential groups, and to make recommendations for and monitor the appointment of women to these groups.
   - B. Publicize and distribute statistical data.
   - C. Obtain funds for grants and contracts to supplement the resources of the office as necessary.
   - D. Work with State and Federal agencies, colleges and universities, advisory groups, statewide committees, commissions, etc., to encourage and seek support for the advancement of women and to facilitate the actions necessary to implement recommendations.
   - E. Work with other agencies to coordinate the development, implementation, and maintenance of a talent bank, job vacancy, and availability system which is made available to business, industry, education and government.
   - F. Work with the Department of Administration to coordinate the development of a system to review and revise, on a continuing basis, existing and proposed state personnel rules and regulations and practices for their adverse impact on women in job entry, promotions, fringe benefits, and personal and professional development, including regulations for exempt employees.
   - G. Coordinate the development of a system to review existing and pending state laws which affect women and to make recommendations for change.
   - H. Facilitate programs concerned with counseling, upward mobility, and management training opportunities for women.
   - I. Provide for regular and ongoing communication systems from the Office for Women's Concerns.
   - J. Encourage and monitor the implementation of programs to identify and remove sexist language and sex stereotyping from the educational and work environment.
   - K. Encourage and facilitate programs that will counsel young men and women at all levels of education to enter non-traditional disciplines in order to remove the sex-typing of challenging fields, such as nursing, engineering, and home and family life.
   - L. Evaluate programs and activities, and work with State and local agencies to remove the double negative impact on minority women.
   - M. Develop programs and activities which will facilitate entry of displaced homemakers into the mainstream of society.
   - N. Work with groups concerned with special problems relating to women such as child bearing, child care, sexual harrassment, aging and isolation in order to focus attention on the resolution of the problems.
   - O. Develop and coordinate a system of commendation of chief executives in both public and private sectors for their affirmative action progress in accordance with the Governor's Executive Order No. 79-50.
   - P. Work with state and local agencies in order to encourage them to give priority and to allocate funds to women's issues in research studies, programs and other activities.
   - Q. Sponsor annual statewide meetings to assess progress with expanded representation and sponsorship from business and industry, in addition to initial sponsors.

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POSTSECONDARY EDUCATION COMMISSION
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Executive Director
Wm. Cecil Golden

February 5, 1980

The Honorable D. Robert Graham
Governor
State of Florida
The Capitol
Tallahassee, Florida 32301

Dear Governor Graham:

The members of the Postsecondary Education Commission (PEC) have asked me to write you concerning the recommendations of the Statewide Planning Committee who conducted the fall conference on "Women Moving Forward: Improving Florida's Economy Through Leadership, Power and Influence." As you know, the Commission was one of the conference co-sponsors, and the members wish to express their appreciation for your active participation in and support of the conference.

The PEC reviewed the enclosed recommendations of the Statewide Planning Committee at their regular Commission meeting in Tampa on January 15. At that time, the members unanimously voted to support the following statement:

> In view of the Commission's mission of involvement with the state's postsecondary education delivery systems, the adoption of those recommendations related to this area are supported.

The PEC members felt it would not be appropriate for them to take official action in support of other recommendations which were not within the Commission's defined area of responsibility. Thank you again for your support, and please let us know if we can be of any further assistance on this matter.

Sincerely,

Wm. Cecil Golden
Associate Deputy Commissioner

WCG/tfd

Enclosure

cc: Commissioner Turlington
Members, Postsecondary Education Commission
Members, Statewide Planning Committee

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APPENDIX A

Women working: Toward a new society

by Alan Pifer

Recent times have seen dramatic changes in American family life, in male-female relationships, in expectations about sex roles, and in our social attitudes and behavior. While the fresh currents of thought and emerging new social conventions are by no means acceptable to everyone, their existence is undeniable, and their impact on American society can be easily observed. Despite this, important governmental and private-sector policies that intimately affect the family, not to mention our individual lives, are still in the main geared to earlier value systems and beliefs. Social policies have not yet caught up with changing social practice.

Nowhere is this disparity between reality and myth as the foundation for social policy more evident than in regard to the large-scale movement of women into the labor force—a phenomenon that could have consequences of immense magnitude for the nation. Its effects on the economy, on the labor market, on family welfare, and on community life are already apparent. It has become both an aspect of change and a prime mover for further change. Yet, in our failure to take account of this occurrence may lie the cause of hardship and inequity for increasing numbers of people, and the potential for considerable social unrest.

Women have always contributed to the nation's economy. In addition to meeting their domestic responsibilities, they have, especially in earlier times, earned income for their families by producing goods at home for sale in the market. What is new in the twentieth century, however, is the increasing proportion of women working away from their homes. In 1920, 20 percent

"Women working: Toward a new society," by Alan Pifer, President of Carnegie Corporation of New York, is reprinted from the 1976 Annual Report essay by permission of the Carnegie Corporation.

of all women 16 years and over were in the work force. Their labor force participation has risen steadily since then, accelerating during the 1960's and reaching 43 percent in 1970. By the end of 1976, nearly half of all women were working or looking for work, making up approximately 41 percent of the labor force. This shows a cumulative change in degree sufficient to constitute a change in kind.

Although the pace may slow somewhat, there are no signs that the trend will be reversed. On the contrary, since women outnumber men in the population by seven million, and since the labor force participation rate of males has been slowly declining with the trend toward earlier retirement, it may not be too long before one out of every two American workers is a woman. Certainly, projections to the year 1990 indicate a situation in which adults born during the post-World War II "baby boom" will have been fully absorbed into the labor force, and there will be 1.3 million fewer young workers than there are today. Assuming the jobs will be there, labor demand for women should intensify.

The fact is, women are being drawn into the labor force today not, as in World War II, by a temporary crisis but by powerful economic, demographic, and social forces and far-reaching attitudinal changes. It is pointless, therefore, to try to judge, on moral, social, economic or any other grounds, whether women working is harmful to the nation or not. Women must work, they want to work, and their labor is needed. Recognition of these realities should help us to institute new policies that not only make appropriate accommodations but spur wide-ranging reforms in many areas of life. Indeed, the large-scale movement of women into the work force opens up the exciting possibility of creating a much improved society for all Americans.

Characteristics of the working woman

Who are these working women? Most of them, in contrast to earlier times, are married and living with their husbands and are likely to have school-age children. By last year, in approximately 46 million intact marriages in the nation, over 21 million of the wives were working full or part time.

As may be expected, the second largest category of female workers, now totaling more than 15 million, is composed of individuals who are single, separated, widowed, or divorced, with divorced women showing the highest participation rates. A large proportion of this group, furthermore, has young children, reflecting the startling fact that over the past decade families headed by women on their own have grown ten times as fast as two-parent families. In the short period from 1970 to 1973, the number of female-headed families with children rose by over a million. As of March 1975, they totaled 7.2 million—one out of every eight families in the country.

Although the presence of children is thought to inhibit women's labor

force participation, in 1975 nearly 28 million children under the age of 18 had working mothers; of these, six and a half million were under the age of six. Mothers of almost half the children in the nation, therefore, were at work earning, or helping to earn, the family's living.

Some of the forces encouraging women into the labor force are clear enough. Among economic factors are the need to be self-supporting, unemployment of husbands, the effects of inflation on family budgets, changing notions of what constitutes a decent standard of living, and accelerated demand for female labor through the growth of service and technical jobs where women have been traditionally employed. Strongly associated with women's rising labor force participation are drastically lowered fertility rates. With a longer life span and two children increasingly the norm, many women are spending a shorter period of their lives raising children and thus have time available for other endeavors. More opportunities for postsecondary education have raised women's expectations and their qualifications for employment. Other factors are advances in household technologies, improved family health, and new legislation promoting equality of opportunity in education and in employment.

One cannot discount the impact of diminishing social prejudice against the idea of women moving out of the home into areas of public life. Credit must go to the women's movement for helping to generate a more positive climate for these changes, for giving moral support to women who do work, and for inspiring them to fight for more equal treatment in the work place.

There has undoubtedly been a marked change of attitude about work on the part of younger women. Many still go through adolescence and their early twenties thinking that their future economic security will be largely dependent on the marriages they make. Increasingly, however, women of this new generation are growing up believing that whatever their fate, be it a stable marriage, divorce, or remaining single, they must expect to be all or partly self-supporting, and to provide for any children they may have. This very anticipation of working is impelling more women into the labor force.

Finally, women work not only for income but, like men, because of their desire for achievement and the satisfaction that comes from using their skills and being recognized for it. This tends to be overlooked in the emphasis on economic motivation.

Consequences

The accelerated movement of women into the work force is allied to changes of major consequence for the nation as well as for the family and for individual lives. First, while some strong rearguard actions are being fought, more and more Americans are beginning to see the full employment of women's abilities as a social and political imperative. Not only is it a national moral obligation stemming from our country's basic principles, but, more prag-

matically, we are beginning to realize that the safety and prosperity of the nation will increasingly depend on the maximum use of our entire stock of human talent.

In the national economy we are seeing, with the emergence of the two-worker family, a fundamental change in the manner in which families provide for their economic welfare. The median income of a two-worker family in 1975 was $17,237, compared with $12,750 for a family with only one member employed. With their extra income, families in which both the husband and wife work have been better able to keep pace with inflation and in some cases to increase their consumer buying power substantially. Double incomes in addition have provided some families with their only hope of meeting the cost of educating children. Interestingly, wives are more likely to work if their husband's income is already in the middle range than if it is either very high or very low. This pattern has served to narrow the disparity between the wealthy and the average American family.

To discover the full effects of the shift to the two-worker family, however, one needs to look beyond the economic indicators. We can assume, for example, that once they are employed, many women achieve new dimensions of self-confidence and a sense of pride in their ability to support themselves or contribute to the support of a family. For some, the environment of work makes their lives more interesting and broadens their horizons. For others, the work itself provides a sense of accomplishment or fulfillment that care of the home alone has left unsatisfied. Although outside employment may in some instances lead to role conflicts and add strains in a woman's relationship with her husband and children, in others, it may actually serve to strengthen these ties by establishing the relationship on a more equalitarian basis. For the single woman, work can become the most important element in her existence, giving her not only the means of support but human companionship and the security of a recognized position in the community.

With more women working, age-old mores about the distinctive roles of the sexes and appropriate relationships between them are being questioned, notably by younger couples but also by others. There is now an assumption by such people that women will work and, hence, acknowledgment of the fact that household maintenance and child care must be shared by both marriage partners. Other effects on social norms and life styles are just beginning to be studied, and while they may not yet extend throughout the society, they are nonetheless profound.

In the work place, many employers, increasingly concerned about job satisfaction and productivity, and also responding to pressures to recognize the dual responsibilities of women workers for home and job, have begun to experiment with more part-time work or with arrangements that provide flexibility in the hours of the work day or the work week. Some firms have

shortened the work week by lengthening the work day, or they have instituted flexible starting and finishing times and staggered work schedules for individual employees. The result is, at the very least, no decline in work performance. Employees of both sexes report a better balance between work and private life, and improved morale and loyalty to employers.

Businesses, in addition, are facing changing outlooks toward work in male employees who have working wives. Men in this position are less willing to transfer from one location to another, and their unemployment rates have been higher during the recession than those of male heads of households generally. There are some indications also that men are showing a preference for shorter or more flexible work hours. We may one day see a time when considerable numbers of men and women, whether by choice or necessity, will be nearly alike in their attitudes toward work.

Working women's organizations and other women's interest groups have been exerting more pressure on employers and government to implement equal employment opportunity and equal pay laws and to remedy the effects of past inequities through affirmative action. Awareness of the role of education in preparing women for the world of work has led to extensive legislation promoting equal educational opportunity. In 1977, to mention only one change, educational institutions will be required to initiate programs to overcome sex discrimination and sex stereotyping in vocational education programs and to make all courses accessible to everyone. The entry barriers to many traditionally sex-related jobs have been crumbling, allowing a certain number of women to enter male-dominated occupations. Some employers are making sincere efforts to recruit and promote women into positions men have held in the past. Evidence shows the impact of the changes. Since 1960, the rate of increase of women in the skilled crafts has exceeded that of men. The greatest advances, however, have been made in the professions by highly educated women. Graduate and professional schools are reporting rapid rises in enrollments among women; the employment of women lawyers, physicians, and dentists more than doubled between 1960 and 1970 and is still rising. Clearly, some improvement has already occurred in women's employment status in the last decade or so, not all of it reflected in existing statistics.

While maternity leaves, pension and other benefit programs, and social security policies are a burning issue for women's organizations, progress has been made in these areas to reduce discrimination against women. Such progress is based on recognition of the existence of the working wife and elimination of the presumption of female dependency. Part-time workers, however, the majority of whom are women, are still denied major benefits because they are not considered a permanent part of the work force. The recent decision of the U.S. Supreme Court permitting the exclusion of pregnancy disabilities from an employer's disability compensation plan, and

the New York State Supreme Court ruling that such exclusion is unconstitutional point up, if nothing else, the need for the country to establish a coherent set of policies that reflect emerging realities and recognize the interdependence of work and family life.

Despite some favorable omens associated with women working, problems, already existing but hidden, or resulting from failure of social policy to make accommodations, have become evident. In the first place, while the addition of a wife's earnings has helped middle-income families fight inflation, and even improve their living standard, those intact families which have only one income earner, or single men or women with children, are comparatively worse off. Particularly disadvantaged is the family headed by a woman on her own. Women's earnings in the aggregate are three-fifths those of men for full-time year-round work; overall, their median earned income in 1975 was only two-fifths that of men, partly because of their predominance in part-time work. The earning capacity of a female head of family is further limited because her educational attainment tends to be low. Relatively poor skills and the presence of children often make it impossible for such women to work at all. One in three female-headed families, in fact, has an income below the poverty level. Indeed, the hardship faced by these families, whether the mother is working or is on welfare, is one of the greatest social problems the nation has today.

Second, research shows that the greatest increase recently of mental depression in the American populace has been among young, poor women who are single parents and young married mothers who work in low-level jobs. Stress and a sense that they lack the power to improve their circumstances seem to be the chief causes of low morale.

Third is the immense physical and emotional burden that dual responsibilities for home and job place on both married women and single women heading families. One survey suggests that the average employed woman puts at least 26 hours per week into household duties in addition to her job, making a 66-hour working week, plus travel time. Obviously such a schedule leaves little time or energy for organized recreation or even for simple relaxation. Role conflicts in addition can leave working women feeling guilty. While husbands are beginning to help with housework and child care, sharing of these responsibilities is still not general because of the persistence on the part of both men and women of traditional ideas about appropriate sex roles, because of force of habit, and because the demands of some kinds of jobs held by men bring them home exhausted, too.

A fourth and crucial problem associated with women working in increased numbers is that of what happens to their children. Families today get by with various child care arrangements—hiring baby-sitters, placing their preschool youngsters in publicly supported or private daycare facilities, or leaving them with relatives, friends, or women who look after small

groups of children in their homes. Older children are in school part of the day, but the availability of after-school care is extremely limited. Working parents often have no alternative but to give their children the house key and hope for the best. Taken together, these measures, all of which, except possibly the last, are adequate for some families in some circumstances, fall short of constituting a national solution to the problem. For too many, the unavailability of good, affordable child care remains a chronic problem, causing anguish to parents and in some cases having a direct bearing on whether women can work at all.

We have not yet learned the full effects of all these pressures on the family, but we do know that they are most severe for lower-income wives and mothers, who are also the women with the least access to services and opportunities that might ameliorate their condition.

Finally, there are the economic consequences arising from the changing size and composition of the work force. The question is whether the large-scale entry of women—coming just at a time when the pool of potential new workers among the nation's youth is swollen as a result of the post-war baby boom and, further, when minority-group unemployment continues at about 13 percent—has greatly diminished any prospect that the country will ever achieve full employment. An apparent paradox of the past two years has been the expanding number of jobs filled at a time when unemployment has also been at its highest level since the Great Depression. At present, more than 88 million Americans actually hold jobs and about 7.9 million are officially unemployed, making a civilian labor force of about 96 million. If one adds to this a considerable number of "discouraged job seekers," we have a national labor force at the present time approaching 100 million, not counting the category of potential workers who are, at present, essentially unemployable because they lack the necessary skills.

Manpower economists on the whole agree that young people and adult women trying to enter the labor market do not compete with each other directly for the same jobs—aside from the obvious competition between younger and older women for certain kinds of positions, especially for part-time work. Nevertheless, the only hope that considerable numbers of young people, minority-group members, and women have of working is in those relatively unskilled jobs that permit substitution of one type of worker for another. There is therefore at least theoretical competition among them, in which it would seem that the addition of ever-greater numbers of women to the labor force—some 1.5 million just in the past year—cannot but be a complicating factor. This could become an important question for the future as we move toward greater occupational integration.

The long and the short of it is that more Americans than ever before want to work, but we have not developed the means to provide them with jobs. Whether the problem is regarded as structural or economic or both, any

solution we devise will unquestionably have to reckon with the reality that women in large numbers are in the labor force to stay. The answer will not come about by inducing women to leave their jobs and stay at home "where they belong"—as if this could just be mandated or as if the majority of women and their families really had a choice under present conditions.

Laws prohibiting discrimination, promoting equal opportunity, and requiring employers to take "affirmative action" where inequalities are found are on the books, but there has been a mounting outcry among women's and civil rights organizations about the slow progress being made to give these laws full effect. A major hindrance, even when employers make sincere efforts to comply with the law, seems to be the long-standing problem of occupational segregation of men and women. Many employers traditionally limit hiring for certain job categories to one sex. Such sex-typing discourages male entry into such challenging fields as nursing or teaching, but the preponderant effect is to deny women training, job opportunities, and wages commensurate with those of men. A high proportion of the jobs that are open to women are in the marginal, low-paid, low-status areas generally lacking in opportunities for advancement. And while more women are entering male-dominated occupations, their numbers remain relatively small, and limitations on their upward mobility are still prevalent.

The areas of greatest job expansion for women continue to be in certain kinds of technical and professional occupations and in clerical and service jobs. This employment is mainly in government at all levels, particularly in educational, health, and welfare services, and in banking and insurance. Most women go into white-collar jobs, more than one-third of them in bookkeeping, secretarial, typing, and clerical work. The rest are in blue-collar factory and farm jobs (18 percent) and in service work (21 percent).

A high proportion of the women holding jobs in these areas do not receive wages commensurate with the level of responsibility or skill demanded of them. This widespread undervaluation of their work goes far to explain why women earn only three-fifths as much as men.

Other reasons for women's lower earnings may have to do with employers' complaints that women are less skilled than men or are less motivated to try for those jobs that lead to advancement. This is a question more of public attitudes and the educational system, they say, than of anything that goes on in the work place. There is also the prevailing belief among employers that women's work attachment is intermittent, making it a poor investment to train them for greater responsibility. Many women do drop out of the labor force temporarily to have children, or they find that their home responsibilities allow them to work only part time. Nevertheless, their total time in the labor force has risen dramatically—from an average of 6 years in 1900 to 22.9 years today (compared with 40.1 years for men). In spite of this, the myth of women's work instability has helped to keep them in those

low-earning, dead-end jobs that seem structured to fulfill the very prophecy that provides employers the excuse not to train them for better positions.

Incredible as it may seem, the average wage differential between men and women is wider today than it was 20 years ago, even though the educational attainment of working women has reached that of men, women's work-life expectancy has risen greatly, and more women are securing higher-level and better-paying positions. Beyond the continuation of some outright discrimination, one can only speculate on the causes. One reason may be that a larger proportion of female than male workers are working at, or near, entry levels of pay. Another may be that, as more women work or look for work in the traditional "female" fields, the more they come into direct competition with one another, allowing employers to pay them less. It must be remembered, that, despite women's rush into the labor force, their unemployment rate is still higher than that of men.

All of these factors serve to restrict severely women's chances of upward mobility in employment and hence increased earnings—a situation that is particularly unfair to the substantial, and growing, proportion of women who do remain in the labor force full time from entry until retirement.

Another consequence of the increasing labor force participation of women is a decline in the number of women available for traditional community voluntary activities—in schools, health care facilities, churches, and welfare organizations. Women and men who have reached retirement age, are still in good health, and want to remain contributing members of society will possibly make up the difference. Some successful experiments with retirees suggest this will not be too hard to do, but it will take time.

To sum up, on the favorable side there are signs that American society is accepting the philosophical, legal, and pragmatic rationales for the full employment of women's talents in the work place. The rights of women are specifically protected by legislation and by Presidential executive orders, and will be further reinforced by passage of the Equal Rights Amendment. Women have made some advances in their employment status, and the benefits to the nation are evident—in added family income, in a stronger national economy, and in improved service to the public. There is also evidence that greater equality at home and in the work place is giving women increased confidence and a greater sense of efficacy. Finally, there are indications that institutions are beginning to recognize the special problems of the working woman and to make some needed adjustments.

There are other aspects of women working, however, attributable mainly to society's failure to accommodate rapidly enough to their needs, that are cause for concern. Women frequently are the victims at work of occupational segregation the law seems powerless to affect, suffer from low earnings, and have limited opportunity for advancement. A large proportion of women heading families live in poverty, with virtually no chance to improve their

circumstances. The heavy burden implicit in women's dual responsibility for home and job has not been sufficiently eased by a sharing of housework and child care on the part of men. The unavailability of child care during working hours of parents remains a major problem.

In a more speculative vein, new stresses in the lives of women with children, caused by divided loyalties to family and career, may be giving rise to physical and emotional problems and adding strains to family life. The kinds of studies necessary to understand these problems fully have not yet been done and should be given high priority in the future.

Finally, although the ultimate consequence of women working in such large numbers should be beneficial both to the economy and the nature of American society, there are likely, in the shorter run, to be disturbances and special problems in the labor market before employment generally adjusts to the new phenomenon.

Two possible futures

If, as it seems, the conclusion is valid that the working woman is now a fixture in American life, two possible futures can be envisioned. The most realistic suggests that the present situation will simply be allowed to drift on. In time, after decades have elapsed, a new generation has reached maturity, much additional hardship has been suffered, and a good deal of militant social action by women has taken place, the nation, in both its public and private sectors, will perhaps yield to the pressures and make fundamental changes.

An alternative future, designed to avoid the hardship and social unrest the first course would cause, envisages the nation setting out now to remedy the defects of the present situation and, in the process, to work toward the creation of a new type of society. This would entail looking at the reality of the working woman as the opening wedge for broad social reform. It would require study of the entire structure of work and family life as it affects women, men, and children, and then active planning for change. Such a future is unquestionably optimistic and idealistic, but it is not beyond the realm of the possible if we have the national will to press for it.

What would be the chief characteristics of such a new society? It would be informed by four basic principles: the right to a job for anyone who needs to or wants to work; equal opportunity and fair rewards for everyone in all sectors of employment; development and utilization of the abilities of every citizen; and maximum flexibility for each person in the organization of his or her own pattern of life.

The new society would have the aim of greater occupational equality and freedom of choice for men and women in the work place. It would assume cooperation between men and women in the sharing of family responsibilities. It would entail better articulation than now exists between work and home

life and between work and education. It would permit flexibilities in the amount of time an individual might allocate to education, work, family life, and leisure at any age during the course of a lifetime.

Interrelated and interdependent, these goals, if they were achieved, would lead to a fundamental reordering of the values underlying American life—in which the objectives of greater choice for the individual and improved quality of life would for the first time be equated with our traditional concern for productivity.

To meet these goals, broad changes will be needed in six major areas: in employment, in family life and child care, in welfare and tax policy, in education, in sex roles, and in the phasing of stages of the life cycle. Some of the required steps would be quite new and speculative; others have been tried on a small scale and would now have to be given wider application; and still others would constitute an intensification of major trends already under way. All would require cooperation among educational institutions, employers, government, and the community.

In the area of employment, the first and most obvious need is for vigorous new measures to reduce unemployment. Not only must additional job opportunities and training be created, but flexibility must be introduced into the work structure to permit more people to be absorbed into the labor force. This could include the encouragement of "flextime," work sharing, shorter work days or weeks, part-time jobs, and work-study arrangements in which employees would interrupt work to pursue further education. Work exchanges—that is, shifting jobs within firms—would also broaden horizons, extend skills, and introduce flexibility into employees' career patterns.

Second, employers, policy-makers, and organizations representing the interests of women must continue to press for compliance with laws that prohibit discrimination against women in the work force and mandate affirmative action to remedy the effects of past discrimination. Recognition of the child-rearing responsibilities of men and women should be built into employment policies. For too long women have been penalized for their reproductive role, with no choice but to adapt to a rigid work structure or drop out. Any weakening of present provisions guaranteeing women's right to equal treatment in employment must be resisted.

There is much that management within a large firm or organization can do to assist both the advancement of women and their entry into occupations traditionally considered appropriate only for men. It is true, of course, that if unemployment is high in the jobs in which men predominate, and if the seniority system is well entrenched, the chances of women moving into these areas may be virtually nonexistent. Nevertheless, a chief executive officer personally committed to equal opportunity can bring about considerable progress.

Most of the measures that can be taken to advance women are well known

and include the appointment of women to boards of directors, vigorous recruitment of women into an organization, with concomitant training and promotional opportunity, the advancement of existing female employees into management positions, and programs to build a supportive environment for women in new kinds of jobs.

The opening up of opportunities for women in large organizations, whether governmental or private enterprise, will help but will not alone solve the issue of occupational segregation, since our social, legal, educational, and economic systems all interact to perpetuate this employment pattern. A full answer will be found only in basic changes in the labor market demand for women and in new societal values. Such changes will not come painlessly, but they must come. Useful here would be a broad educational effort aimed at altering public attitudes as to what are "proper" kinds of employment for the respective sexes, both in the home and in the market. The broadcast media, especially television, could be particularly helpful in presenting men and women in nontraditional roles and in publicizing the entry of men and women into fields conventionally associated with the opposite sex.

Whatever progress is made in giving women's work a higher value and in promoting greater occupational integration will necessarily depend on the individual initiative and determination of women themselves, and on their willingness to work together to press for recognition and reward for what they do and to achieve power over decisions that affect their lives. The responsibility that women must take upon themselves to accomplish these objectives cannot be overstated.

Another priority must be the provision—for all families which need them—of adequate daycare and after-school care arrangements for children. Related to the provision of child care is the creation of an income support system for families. A number of proposals, including the negative income tax, a system of family allowances, or a combination of the two, have been made that would achieve this purpose. All of them contemplate elimination of the present program of aid to families with dependent children, which appears to drive potential male contributors to child support out of the home and to lock women who might well become self-sufficient workers into being permanent welfare recipients.

The point is to achieve a condition in which those with incomes well below the national median can be assured a decent standard of living without the indignities of the present welfare system. Whatever policy is adopted, it must be so designed that it expressly meets the needs of the single parent with dependent children, most of whom will be women. This means that it must enable those who prefer to stay at home caring for their children to do so while not penalizing those who want to work.

What is really needed is a comprehensive family support system which provides direct financial assistance to those families that need it and makes

available to all families a wide range of services. American society expects a great deal of its families, but it does not provide sufficient help to enable them to give their children the best possible start in life.

Naturally, a combination of measures to provide jobs for more people, to ensure a decent guaranteed income for all, and to make possible the provision and funding of an adequate family support system will cost a great deal of money. It should be possible, however, to offset these costs by elimination of public expenditure for families with dependent children (AFDC), a reduction of other types of welfare costs, and a lessening of the very heavy burden of unemployment compensation. Growth in the economy resulting from expanded employment could also be expected to produce higher tax revenues to government.

It seems doubtful that public opinion in this country is yet ready to accept something like the Swedish experiment in "parental insurance." Under this program, supported jointly by government and employers, husbands whose wives have just given birth are allowed up to seven months leave at 95 percent of salary to stay at home helping with care of the baby and housework. If both parents work, they can divide the leave between them. Sweden, however, is a nation that puts a far higher value on the family and children in its scale of national priorities than does the United States.

In the educational realm a large number of changes can be made that will have an influence on equal opportunity for women in the world of work. These measures would affect every level of education, from preschool to graduate training. They include a continuing attack on sex-stereotyping in curricula and in educational materials, new efforts to interest girls in mathematics and science during their high school years, attention in counseling at both the high school and college level to the relationship between course selection and later occupational choice, new programs at community colleges to encourage women to enter male-dominated occupations where the prospects for advancement and high pay are good, particular efforts by college placement officers to help women find jobs in areas where they are not well represented, and, finally, the expansion of opportunities at colleges and universities for adults to earn degrees or otherwise add to their qualifications through part-time or external study.

The educational world must also move vigorously to put its own house in order on the employment front by making every effort to overcome the effects of past discrimination against women. In public education all over the country, there are still very few female principals, at least at the high-school level, and female superintendents are all but unknown. In higher education, relatively few women have been appointed to senior administrative positions, and the same is true in regard to tenured faculty positions. The fact that little growth is taking place at any level of the educational system today of course makes the advancement of women exceptionally

difficult. Nonetheless, the problem is not totally intractable, if effort and good will are applied to it.

Higher educational institutions must of course maintain equality of opportunity for women in both undergraduate and graduate enrollments and equal treatment of women on the campus. Of particular importance is the granting of undergraduate financial aid and the award of fellowships for graduate or professional study on a nondiscriminatory basis.

In the area of relationships between the sexes there will have to be substantial changes as we move toward a new society. Most importantly, the traditional assumption of female dependency, on which so much of our social and economic structure rests, will have to disappear. New women's rights laws have already made illegal many types of discrimination that assumed women's inferior status and dependency on men, but public opinion still predominantly holds to the traditional position. One can, nevertheless, envisage a gradual erosion of old beliefs and practices and the coming of a time when the governing relationship between the sexes will be one of mutual respect based on the full autonomy, independence, and freedom of choice for both men and women. Establishment of this new relationship will be fundamental to true equality for women—as much so for those who choose the responsibilities of home or of home and volunteer work as their mode of life as for those who opt for outside paid employment.

Finally, there is the intriguing possibility of major alterations in the traditional stages of the life cycle. At present, for most people, the pattern is inflexible. The educational phase of their lives usually ends somewhere between the ages of 16 and 22. This is followed by an unbroken stretch of from 40 to 50 years of work, which in turn is followed by retirement.

In practice, this normal progression is modified for some people through involuntary periods of unemployment. Others modify it deliberately by interrupting the work phase of their lives with a period of full-time study aimed at gaining higher qualifications. Many women leave the labor force for several years to have children, sometimes taking the time to engage in volunteer work and further education or training before reentering paid employment. They can, however, pay heavily for this "irregularity" by having to start all over again at beginning entry levels, forfeiting seniority and hence opportunity for advancement both in position and in earnings, and losing the chance to compete for more interesting jobs.

One could imagine a new, flexible arrangement, however, in which it would be normal for most people—women and men—to alternate periods of study, employment, and work in the home and to plan their lives accordingly. While this would require major changes in present administrative structures and financial arrangements, the idea of making new life patterns possible for those who want them should not be out of the question in a nation as rich as the United States. Proposals such as two free years of study

"in the bank" for everyone, available at any time one chooses, have indeed already received wide discussion.

The gains to be expected from greater flexibility in life patterns are many. If, for example, it were to become normal practice for both men and women to withdraw temporarily from the labor force, for periods of study, to retrain for new careers, to care for children, or just to pursue special interests, intermittent employment would have to be accorded society's official sanction, and the special onus now placed on women would be removed. For both men and women, periodic interruptions in the long grind of employment would certainly refresh their spirits, increase personal satisfaction, enhance loyalty to employers, and possibly increase productivity. It might, furthermore, enable more people to be absorbed into the labor force.

Most importantly, in making these changes, the nation would be confirming a belief in individual development and self-fulfillment and in the need to give higher priority to the quality of human life. It would not for a moment be to suggest that work is not important. Rather, it would be a declaration that other things are also important and that the major portion of a lifetime given to work should have many compensations to it beyond simply economic reward.

Finally, it would permit the growth of a new societal attitude in which education would be seen not just as preparation for life but as part of life itself, to be enjoyed simply as recreation or for its ability to enhance human understanding and capability over the entire life cycle.

In conclusion

It is possible therefore to regard the new phenomenon of women's large-scale entry into the labor force as an unprecedented opportunity for building a better nation. The new society would be moral, pragmatic, and humane. It would be moral because it would be founded on a belief that the worth and dignity of the individual and his or her right to be respected are more important than the claims of corporate structures or of the state. It would be pragmatic because it would release presently suppressed human abilities to the nation's creative and productive processes. It would be humane because it would have the flexibility to allow for the free expression of individual differences and would recognize that when these differences become disadvantages in the quest for job equality, as in the case of the female capacity for bearing children, society must make adjustments.

Realistically, of course, implementation of these ideas faces some severe constraints. We have to recognize that traditional beliefs about the respective roles of the sexes, though changing, are deep-rooted and persistent. We must also recognize that without a strong and growing economy, new public policies of the kind envisaged will be difficult to achieve. Nevertheless, even with these constraints, much progress toward the new society can be achieved

if we but have the will to press for it. The alternative is to incur the immeasurable cost of doing nothing—of allowing the drift in our national policy to continue.

If we pass up this opportunity to use accommodation to the new reality of large numbers of women working as a spearhead for much broader change, we will not only be inflicting needless hardship on numbers of our fellow citizens but also denying to all of us the chance of living in a more humane and equitable society. We must have the courage and imagination to seize the opportunity that lies open to us—for the rewards can be great indeed.

APPENDIX B

SELECTED BIBLIOGRAPHY

WOMEN MOVING FORWARD IN LEADERSHIP

Compiled from ERIC's
Resources in Education (RIE)

September, 1979

This publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official NIE positions or policy.

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WOMEN MOVING FORWARD

The references cited in this bibliography were compiled from a computer search of the ERIC data base and are only a sample of the documents contained in ERIC on this subject. Copies of most of the publications are available in paper and/or microfiche form from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. An order form is attached at the end of the bibliography.

ED162570 HE010649
On Campus With Women. Number 19. March 1978.
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
Mar 78 11p.
Sponsoring Agency: Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
Available from: Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ District of Columbia
The contents of this newsletter concern affirmative action and employment, education of women, Title IX, sports, and international news. The following news items are included: pregnancy rulings and the supreme court, the Lamphere sex discrimination case at Brown University, top college administrative jobs filled by white males, college ties with all-male private clubs, new higher education registry for teachers and administrators, new registry of women scientists, teachers challenge of TIAA-CREF's unequal pension and insurance benefits, minority women Ph.D's gains, women's loss in the battle for more ROTC scholarships, grant-writing workshops, student government quotas, new publications of the National Advisory Council on Women's Educational Programs, lack of role models for female graduate students, a federal government publication on male role stereotyping, new resources for learning and teaching about women, court order to HEW to enforce Title IX and Executive Order 11246, charge of government inaction on Title IX, new Title IX policies issued by HEW, lack of Title IX assurances to several colleges, new Title IX resources for teachers and parents, student questionnaire included in Title IX evaluation, women and contact sports, dismissal of NCAA lawsuit, aid to college women athletes, California laws to improve sports opportunities for females, planned survey of sports programs on campus by the Civil Rights Commission, news from Oxford and Cambridge on accepting applications from both sexes, and a feminist education conference on ending sex-role stereotyping.

ED162572 HE010652
Women in Higher Education Administration.
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
Sep 78 8p.; Paper number one was presented to the Bryn Mawr/HERS Summer Institute for Women in Higher Education Administration (July 1978); Paper number two is a summary of a report to the Carnegie Corporation of New York
Sponsoring Agency: Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
Available from: Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ District of Columbia
Two papers are presented that examine the barriers to women in academic decision making and identify a variety of effective strategies for improving the status of women in higher education administration. "Strategies for Advancing Women in Higher Education Administration," by Garry D. Hays, proposes that commitment to increasing the number of women in administrative positions should be demonstrated by example and through operating procedures. Affirmative hiring goals, search procedures, communication, and development programs are discussed. Formal and informal ways that institutions can help women acquire experiences that prepare them for higher level positions are outlined, and suggestions that can assist women candidates as they seek higher level positions are offered. "Career Development Women in Academic Administration: The Role of Training," by Rosabeth Moss Kanter and Margaret J. Wheatley, examines training programs as a strategy for advancing women in higher education administration and as a context of what can be learned about career issues of women and changing career structures for administrators. Conclusions are based on discussion with the directors of five Carnegie-sponsored training programs, 180 questionnaires returned by program participants, 30 personal interviews with program participants, interviews with 25 key senior administrators from campuses around the country, a literature review, and conversations with directors of programs concerned with improving the status of women.

ED158626 HE010161
Data Pertaining to the Education of Women: A Challenge to the Federal Government.
Astin, Alexander W.
28 Apr 78 24p.; Prepared for the Census Bureau Conference on Issues in Federal Statistical Needs Relating to Women (April 27-28, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: ENGLISH
Geographic Source: U.S./ California
Data requirements for a comprehensive assessment of the educational status of women are evaluated. Issues concerning school personnel and women's educational development are considered. Postsecondary and elementary/secondary education are considered separately. Sex role stereotyping of teachers and administrators and numbers and ranking of men and women in academics are addressed. The federal government needs a mechanism for surveying recruitment and promotion of college faculty that provides data on faculty sex distributions by rank, longitudinal surveys of individual faculty members, and separate tabulations of newly-promoted and newly-hired faculty. Similar needs exist for elementary and secondary systems. Regular monitoring is needed of faculty pay scales among institutions differing in faculty sex composition.

Analyses and dissemination of information on the sex composition of school administrators are needed. Monitoring of the educational status of women should address educational progress (degrees obtained), education experiences (characterisitcs of education programs), fields of study, and persistence rates. Annual surveys on the educational status of women should include 10- or 15-year trends in enrollments and degrees awarded for men and women. Information is presented on these trends. Factors influencing women's career development and low mathematics interests and skills at the elementary and secondary levels need to be explored. The current federal data collection methods of institutional surveys, informants, and self-reports are described.

ED148711 SO010642
Women in Manngement: Bibliography.
Caliguri, Joseph P.; Krueger, Jack P.
Missouri Univ., Kansas City. School of Education.
Sep 77 44p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
The annotated bibliography contains citations on works concerned with problems of women in regard to equal employment opportunities and fair selection procedures in education, business, and industry. Over 100 entries from journals, bibliographies, dissertations, research studies, books, and reports are included. They have been drawn from the Educational Resources Information Center (ERIC), ABI Inform, and Social Science Citation Index data-based retrieval systems. Listings are included which focus on sex discrimination in employment practices, sex role stereotypes, affirmative action programs, attitudes of management, training programs, federal legislation, administrator selection, change strategies, career development, marital status, and leadership styles. The bibliography is organized according to document type, such as journal articles, bibliographies, books, or speeches. Each entry provides information on author, title, publisher, date, issue and page numbers (where appropriate), data base accession number, and abstract. Almost all entries cite publications since 1971.

ED157979# UD018520
Baseline Data on Mid-Career Change and Reentry for Black Women.
Cossey, Beatrice Abel; Toney, Glen O.
Apr 78 13p.; For related documents see UD 018 393, UD 018 516-519, and UD 018 521-524
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Women's Research Div.
Contract No.: 400-76-0026
Available from: Not available separately; See UD 018 455
Document Not Available from EDRS.
The purpose of this descriptive study was to gather baseline data on the employment picture of black women who are currently employed or have reentered a training educational program involving direct job opportunities. The study sample was selected from the rolls of nine black professional women's organizations in the state of California, and from a list of black participants in women's reentry programs in seven colleges. Two questionnaires were developed, one directed toward the members of the black professional women's organizations and the other toward the women in the reentry program. Results indicate that many more black women are becoming career oriented, but they are starting from the bottom of the scale, earning less than white men, white women, and black men. In addition, there is little understanding of the problems of black females by administrators or counselors. Other findings of the study include: (1) child care was not a major concern for either of the two groups studied; (2) a significant number of black professional women were considered

low achievers prior to returning to college; (3) a majority of the women were receiving psychological reinforcement from husband or male friend; (4) college administrators and faculty members appeared to be sexist and racist toward reentry women; (5) peers and black faculty provided the greatest resources for reentry women, while counselors and white faculty provided the fewest resources; and (6) tutorial programs provided few resources for reentry women.

ED149457 EA010274
The Managerial Mystique: Obstacle or Opportunity?
Deo, Joan M.
77 21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
The managerial mystique is built around a core that is mathematical in rationale, steeped in business jargon, male in orientation, and predicated on assumptions about power relationships. To the extent that it is all of these, it is an obstacle to women. Tracing the history of managerial inroads into education and reviewing recent research related to the training of women for professional and leadership roles reveal that the form of the mystique is changing. This is a result of changing social and political factors including affirmative action programs and the increase in the number of women holding elective office. The evolutionary process continues. The shift is in a direction more compatible with the skills and knowledge women can expect to bring to the managerial arena. To participate in the change, however, women must also be knowledgeable and comfortable in dealing with the current set of rules.

ED133134 UD018848
Women's Educational Equity Act, Third Annual Report.
Follett, Marguerite A., Comp.
Office of Education (DHEW), Washington, D.C.
30 Sep 78 109p.; For related documents, see ED 143 935 and ED 153 111
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Language: English
Geographic Source: U.S./ District of Columbia
Government: Federal
This report contains the following information in regard to the Women's Educational Equity Act: a brief description of the original legislation and the pending legislation; comments on program development; analysis of applications received and funded in the 1978 fiscal year; analysis of three years of funding; identification of products to be disseminated; and summaries of grant and contract awards for the fiscal year. Data presented in the statistical summaries of program efforts for fiscal 1978 include an analysis of applications received and grants awarded in terms of distribution by HEW region, levels of education, type of applicant, major target groups, special population groups, type of grant activity, and special academic areas. Similar data are included in the three-year project review. The summary of grant and contract awards for the fiscal year reflects the Act's support of a broad range of activities that target areas of education which perpetuate sex bias, toward the purpose of providing educational equity for women. A list of publications developed under the Act's contracts is also included in this report.

ED154154 08 CE015669
Vocational Counseling Needs of Young Women as Perceived by Working Business and Professional Women. Final Report.
Haczynski, Sharon L.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
Jan 78 79p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.
Bureau No.: 19-008-151-227C
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Designed to determine the additional competencies women need to obtain jobs and advance in them, a study focused on the counseling needs of young women as perceived by the membership of the Wisconsin Federation of Business and Professional Women's Clubs comprised of 2,700 women who are working part-time, full-time, or in partnership. The instruments were (1) a five-item questionnaire (based on the review of the literature) which was used to develop competency lists for the other instruments, and (2) three rating scales developed from an analysis and synthesis of the questions in the questionnaire. The data gathering and analysis were divided into three components. The first generated a profile of a random sample from the total population which completed a personal data sheet and the rating scale entitled "Women in General--Obtaining Jobs, Being Effective Employees, and Advancing in Jobs." The second component produced a profile of the random population compared with a control population selected from women in administrative and/or supervisory positions. Results of the third component were a profile of the random population compared with a second selected control population of women in male intensive occupations. (Statistical tables are included for each profile.) The responses from the various populations indicated that a need exists for educational institutions to help women make the transition from student to worker, that educators and counselors are only bringing students to a sufficient level, and that organization, leadership, ability to motivate others, and ability to evaluate are needed competencies. (Appended are a bibliography, cover letters, instruments, and tables.)

ED150272 CE012351
Career Management and Women.
Jelinek, Mariann
3 Jun 77 21p.; Paper presented at the Annual Conference of the International Communication Association (27th, Berlin, Germany, June 3, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Until recently, research on management and careers typically examined white, middle-class male subjects. Patterns, norms, and career problems brought to light by this research are not necessarily applicable to wider populations. When studies on women did appear, at first they were typically more polemical than scientific; they sought to prove discrimination. More recent research takes a broader more useful view of the underlying mechanisms of career management. Attention to multiple roles and sequential careers has suggested a far more complex and sophisticated view of careers, as well as valuable insights applicable to both sexes. More research and more information are needed to flesh out the new conceptual models being formed, in particular, more investigations of role-conflict in men; more thoughtful considerations of nontraditional career patterns--which may be more common than uncommon; and continued careful re-examination of stereotypes and assumptions in explaining adult career paths. The outcome of such research will undoubtedly be much better managers at all levels, for both male and female, and better use of the scarcest resource of competent human beings.

ED153053 CE015768

American Women Workers in a Full Employment Economy. A Compendium of Papers Submitted to the Subcommittee on Economic Growth and Stabilization of the Joint Economic Committee, Congress of the United States, 95th Congress, 1st Session, September 15, 1977.

Joint Economic Committee, Washington, D.C.

15 Sep 77 304p.; Not available in hard copy due to marginal reproducibility of the original document

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This compendium of seventeen papers discusses women's overall role in a full employment economy and their problems in fulfilling that role. It begins with a comprehensive summary of the authors' views and then presents the papers in six sections: (1) overview; (2) overcoming barriers; (3) support services and adjusted conditions; (4) education and employment; (5) key factors: tax treatment and media images; and (6) international comparisons. The titles of the papers in each of these sections respectively are (1) "Women's Stake in Full Employment: Their Disadvantaged Role in the Economy" and "On the Way to Equality"; (2) "The Legal Road to Equal Employment Opportunity: A Critical View," "Legal Remedies Beyond Title VII to Combat Sex Discrimination in Employment," "De Facto Job Segregation," "Women Workers, Nontraditional Occupations and Full Employment," "Underemployment of Women: Policy Implications for a Full Employment Economy," and "Lifetime Participation in the Labor Force and Unemployment among Mature Women"; (3) "The Homemaker, the Family, and Employment," "Economic Aspects of Child Care," and "Part-time Work"; (4) "Facilitating Full Employment of Women through Career Education," "Vocational Education," and "Apprenticeship"; (5) "Federal Income Tax and Social Security Law" and "The Impact of Mass-Media Stereotypes upon the Full Employment of Women"; and (6) "Working Women: European Experience and American Need."

ED146505 CG011939

Women and Administration Institute: Making a Difference.

Kimmel, Ellen; And Others

Aug 77 19p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Hollywood, California, May 4-7, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This paper describes a training program for women designed to increase the number of women candidates for administrative openings (in Education), and to insure that graduates become sensitive to sex stereotyping so they will function as positive agents to eliminate its presence in schools. A total of 39 women during summers of 1975 and 1976 resided on campus at the University of South Florida for three weeks and studied, observed, role-played and analyzed their potential for leadership 18 hours a day. In followup interviews, all participants were on the move educationally, and have increased positive attitudes toward self and others, indicating they will be better able to succeed, once chosen to serve as leaders.

ED163862 HE010690
Equity for Women in Higher Education, Project Overview.
McCarthy, Martha
Indiana Univ., Bloomington.; University Council for Educational Administration, Columbus, Ohio.
78 15p.
Grant No.: G007604964
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ Indiana
The Equity for Women in Higher Education project at Indiana University was part of a grant coordinated by the University Council for Educational Administration and funded through the Women's Educational Equity Act. The grant involved a collaborative effort among five universities to produce and validate training materials to advance equity for women in education. The duration of the project was September 1976 through September 1978. The overall goal was to improve the knowledge, skills, and attitudes of actual and potential educational leaders in five target groups: (1) women preparing for educational leadership roles; (2) education administration trainees in general, including males and females; (3) professors of educational administration; (4) policymakers and administrators in K-12 school systems; and (5) policymakers and administrators in postsecondary education systems. The project at Indiana University was the last of these projects, and is described here, focusing on delineation of the target population, determination of the target group needs and project goals, development of the training materials, and validation and dissemination of the products.

ED156906 08 CE017320
The Women Entrepreneurs Project. Final Report.
McCaslin, Barbara S.; And Others
California Univ., Los Angeles. Div. of Vocational Education.
Jan 78 168p.; For related documents see CE 017 321-322
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: 6007603800
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Business ownership training materials appropriate for uses in vocational education settings with women clients were developed and tested. A survey of California women business owners was made to identify the characteristics and needs of women entrepreneurs. A series of eight self-paced, student-centered Learning Activities Packages (LAP's) was then developed which takes the learner step by step through the process of preparing a business plan. An Instructor's Guide was developed to provide instructors with explicit information needed to successfully teach a course using these eight LAP's. A pilot workshop was conducted with eight women to test the curriculum materials. The materials and the workshop format were evaluated by the workshop participants and the guest experts. Based on their input and the Advisory Committee's suggestions, the instructional materials were revised and tested in a final workshop involving forty-six participants. A third-party evaluation of the project indicates that the curriculum materials and program design are effective in meeting the objectives of the project. (The appendix, comprising one-half of this report, includes workshop materials, such as assessment and evaluation forms, publicity announcements and agendas, and the California women business owners survey questionnaire and frequency distribution. The eight LAP's and the Instructor's Guide are contained in two related documents--CE 017 321-322.)

ED156818 UD018503
Report on Women in America. Department of State Publication 8923.
National Commission for UNESCO (Dept. of State), Washington, D.C.
77 56p.
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-003-00438-1, $2.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
This report provides an analysis of the role and status of women in the United States. A review of feminism includes a discussion of sex discrimination, the legal background of the movement for liberation and equal rights, early moves for protection and equality, and the current status of the womens' movement. The role of legislation and of the Federal government in initiating changes in the legal and economic status of women is outlined. The role of women in education is discussed in relation to decentralization of school systems, the trend to demand more education, equalization of educational opportunities, special programs for minorities and other disadvantaged groups, and Federal government intervention in problems of sex discrimination in the schools. A profile of the working woman is given in a discussion of women in the work force. Other topics that are addressed include employment trends, opportunities and options for women, the status of women in different professions, differing unemployment rates, patterns of job discrimination, and ways that employment discrimination has been fought. Future perspectives for improving women's social and economic status are considered.

ED149471 EA010289
The Time Is Now. Wanted: More Women.
National Council of Administrative Women in Education, Washington, D.C.
77 41p.
Available from: National Council of Administrative Women in Education, 1815 Fort Myer Drive North, Arlington, Virginia 22209 ($3.00, quantity discounts; postage paid on prepaid cash orders)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
This publication of six speeches, presented at the 62nd Annual Meeting of the National Council of Administrative Women in Education (NCAWE), February 1977, is intended to provide both information and inspiration for enabling women and men to channel their talents and energy into social action that will be geared toward achieving equity for women. Virginia Y. Trotter contends that women's aspirations and abilities are untapped. Joan Abramson focuses on higher education in citing denials of justice to women. Carrie Ayers Haynes describes her successful attempt in humanizing school management at an elementary school. Dorothy R. Godfrey poses the questions of what women can do to assure justice for American women, how they can become agents of change, and what women are doing about building support groups. Maxine Buie Mimms presents a model for power among administrative women in education. Mabelle G. McCullough discusses the status of women administrators and suggests activities NCAWE can take to increase its impact on behalf of women administrators.

ED164641 UD018855
Women in Public Life. Report of a Conference.
Radin, Beryl A., Ed.; Purvis, Hoyt H., Ed.
Texas Univ., Austin. Lyndon B. Johnson School of Public Affairs.
76 57p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Language: English
Geographic Source: U.S./ Texas
In this report, the proceedings during a conference on women in public life are described. Four papers given at the conference, "After Mexico City, What?" by Elizabeth Reid, "The American Woman In A Changing World," by Barbara Jordan, "American Women and American Foreign Policy,.. by Carol Laise, and "Power--How To Get It and How To Use It," by Martha Griffiths, are reprinted, Panel discussions about women in power and the women's movement in the eyes of the media are summarized. Fifteen workshops, covering a wide variety of topics of interest to Texas women, are outlined. The conclusions of the conference regarding women's possibilities and expectations for the future are summarized. Conference and workshop schedules, as well as a list of participants, are included.

ED154198 CE015958
A Study of the Underemployment and Underutilization of Women in Iowa.
Riche-Warren, Mary; And Others
Iowa State Commission on the Status of Women, Des Moines.
76 255p.; Tables in this document, due to small print, and parts of some pages, due to poor print quality, will not reproduce well
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
A survey of 13,582 employees of 261 employers was conducted in Iowa to determine if women are underemployed (i.e., not employed in positions or at pay levels commensurate with their education, previous work experience and aspirations) and underutilized (i.e., not employed in certain types and levels of positions to the same extent as their availability in the work force). The findings, based on 5,995 responses, reveal that women in Iowa are underutilized and underemployed in certain occupations and at certain pay levels. Specifically, it was found that women are (1) underutilized in laborer, operative, craft and technical positions, (2) underutilized in managerial and supervisory positions, (3) underutilized at pay levels from $10,000 to $17,500, (4) underemployed (when compared to men) in terms of years in their current positions in office/clerical positions, (5) underemployed (when compared to men) in terms of years in their current positions at pay levels under $10,000, and (6) underemployed (when compared to men) in terms of years with their current employer at pay levels under $15,000. Also, college educated women, when compared to college educated men, are underemployed in managerial positions and at pay levels above $10,000. (Fifty-three tables of data are included in the text of this report. The survey form, an outline of employer interview data to be used in a future project, and ninety-five tables of utilization, employment, aspirational, mobility, and job satisfaction data are appended.)

ED160739 CE016462
Community Survey on the Status of Women. 2nd Edition.
Senderowitz, Judith; Hebert, Brenda
Population Inst., Washington, D.C.
Oct 77 44p.; Portions of some pages in this document may not reproduce well because of broken type
Available from: The Population Institute, 110 Maryland Avenue NE, Washington, D.C. 20002 ($2.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Language: English
Geographic Source: U.S./ District of Columbia
This how-to kit for conducting a survey on the positions women hold in local occupational and decision-making structures is divided into six sections. Section I provides an explanation of the survey and its goals. Section II includes several survey questions and practical tips for finding the answers for each of eleven categories: Law, education, government and politics, health, media, the arts, business and finance, labor, religion, sports, and science and math. A sample question is: What percentage of state trial court judges in your district are women? The tip for finding the answer is: Call the court directly and speak to the clerk of the court. Section III suggests how to organize the survey group and how to collect, compute, and analyze the data. Section IV supplies comparative statistics for the United States in the eleven categories and includes two charts on percentages of women in selected occupations in the United States and in countries around the world. Section V gives tips on successful publicity campaigns, including how to get coverage of a survey's findings in the media, with other groups and agencies, and with political structures. Notes on preparation of a newsworthy press release and on other newspaper coverage are included. Section VI gives lists of organizations and publications under each of the eleven categories which could be resources for follow-up information.

ED151024 IR005785
Women Administrators in Higher Education: A Selected Bibliography.
Silver, Donna; Magee, Jane
Jan 78 27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
The emphasis of this annotated bibliography is the current status of women administrators in higher education. Some material is included on the history of women in academia, future trends affecting equal opportunities for women in the administration of higher education, and on the issue of women and power. The bibliography is arranged by type of material: (1) books, (2) journals, (3) ERIC documents, and (4) dissertations, proceedings, and government documents.

ED160750 CE016815
Innovative Opportunities for the Returning Woman.
Weinbaum, Batya
Nov 77 11p.; Paper presented at the Mayor's Commission on the Status of Women at District Council 37 (New York, New York, November 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: New York
In this speech the author discusses Project Chance: Alternatives for Women. The innovative community-based program in New York City was designed to meet the special needs of adult women whose education has been interrupted. The first half of the presentation briefly describes varied aspects of the program, such as re-entry non-credit courses, credit courses, coordination, the core syllabus in skill development, flexible teaching materials, and evaluation. The last half of the speech, placing the Project in the larger national and longer historical perspective, covers the relationship between the women's movement and the push for continuing education for women, economic discrimination experienced by women, and the need for women to take advantage of increased educational opportunities to improve their job status, particularly in the professional and technical areas

ED162042 UD018780

Sex and Authority in the Workplace: The Causes of Sexual Inequality. Discussion Paper No. 506-78.

Wolf, Wendy C.; Fligstein, Neil D.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Jul 78 51p.; For a related document, see ED 147 438; Not available in hard copy due to reproduction quality of the original document

Sponsoring Agency: National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.; National Inst. of Mental Health (DHEW), Rockville, Md.

Grant No.: HD05878; MH-06275-16

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English

Geographic Source: U.S./ Wisconsin

The purpose of this paper is to contribute to an understanding of the causes of the restriction of women from positions of authority in the workplace. Ascertained is the extent to which the sex gap in authority can be explained by the following three factors: (1) women's qualifications; (2) the attitudes and behaviors of employers; and (3) the attitudes and behaviors of women themselves. It is found that while the amount of the sex difference in authority that can be explained by women's qualifications is substantial, it is not the most important factor responsible for the restriction of women from positions of authority. Furthermore, there is strong evidence suggesting that the attitudes and behaviors of employers are much more important causes of sexual differences in authority in the workplace than are the attitudes and behaviors of the women themselves.

ED164901 CE019171

Women in Management; Selected Recent References.

Yarborough, JoAnne, Comp.

Department of Labor, Washington, D.C. Library.; Office of the Assistant Secretary for Administration and Management (DOL), Washington, D.C.

Feb 78 34p.

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00317-3)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English

Geographic Source: U.S./ District of Columbia

Government: Federal

This bibliography contains a selection of recent references on women in management, primarily books and articles published from 1975 to the present, though some older items are also included. The bibliography is divided into four areas. General bibliographies, books, pamphlets, articles, papers, and information bank abstracts about women in management are found in the first section. The second section includes references concerning the development, training, and recruitment of women managers. Section 3 provides references for general information on women in business and also on the smaller topic areas of women in banking and women on boards of directors. The final section contains references for materials on women in education. Each citation includes author(s), title, bibliographic information, and a brief description about, or quote from, the document. A short description of the several data bases used in this compilation is also included.